

University Of Alberta



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my PRACTICE BOOK

FOLLOW ME

LEVEL 3

CURRICULUM

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LANGUAGE EXPERIENCE READING PROGRAM

MY PRACTICE BOOK

FOLLOW ME

LEVEL 3

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Exercises to follow Word Perception Lessons

Exercises to follow selections in *Follow Me*

BLUE SECTION

Material for Interpretation Lessons

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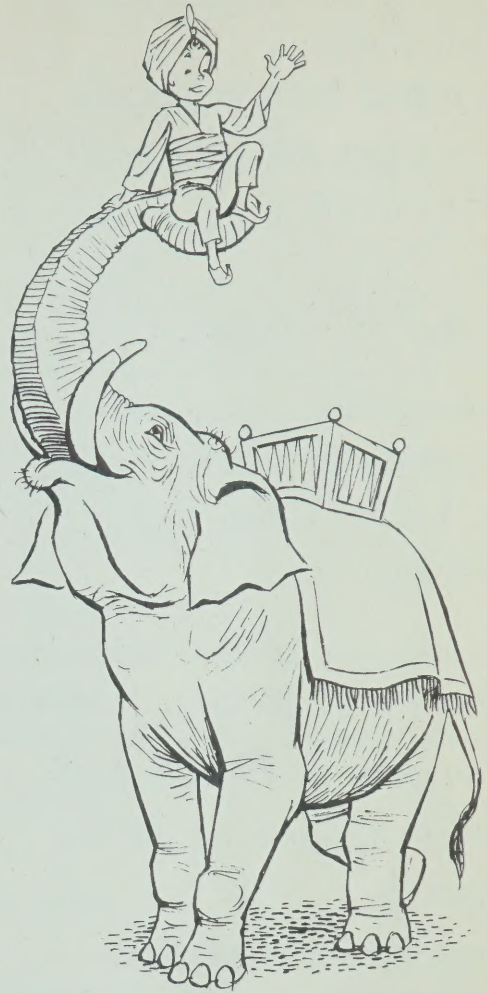
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See Tom go down the hill. He is on skis. What fun he is having! Up and down! Up and down! He is skiing. The hill is just right for skiing. It is covered with snow. Tom can go fast. His ski poles help him go where he wants to go.



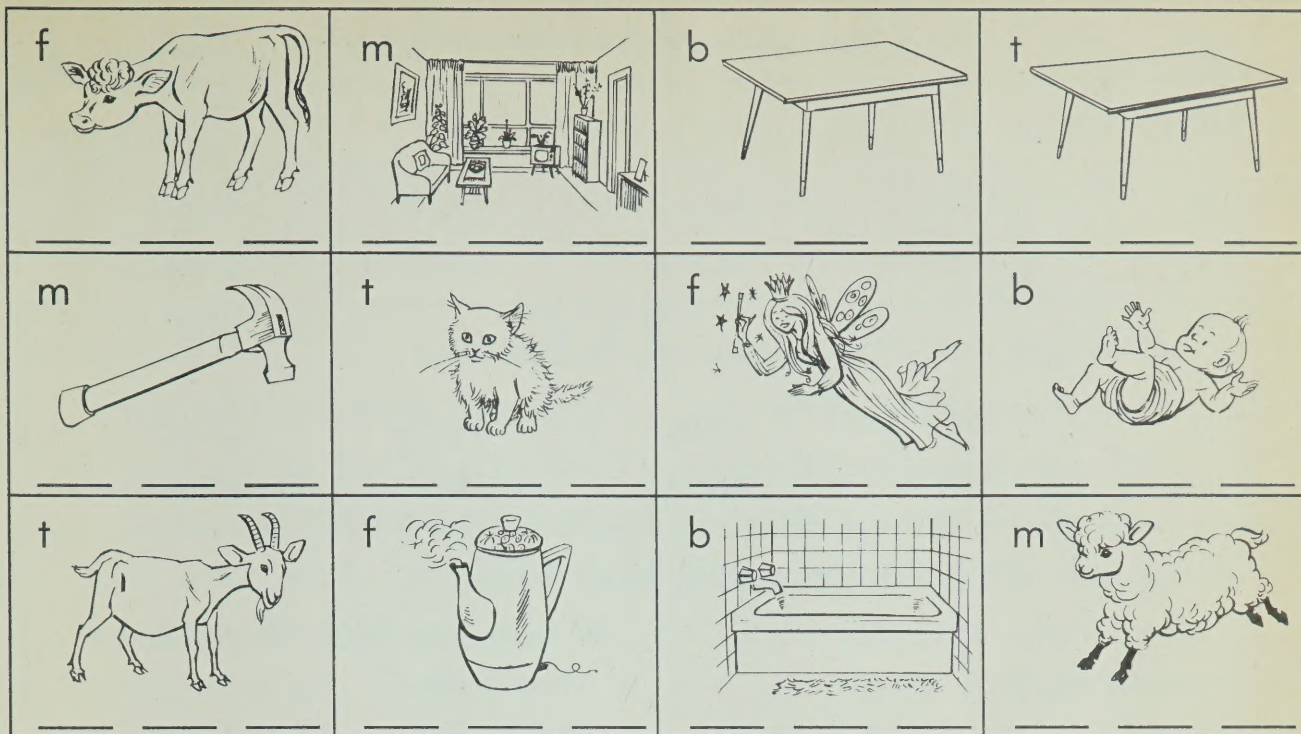
This is an elephant. This elephant lives in the circus. He can do tricks. The boy is sitting on the elephant's trunk. The elephant will put the boy in the box. Then he will take the boy for a ride.

Put an X on the right answer.

I can jump. I jumped over a puddle, but I got my foot wet. Who am I? Timmy John Jane	Timmy was leader first. Then I was the leader. I couldn't walk on my hands. Who am I? Timmy John Jane
I can jump. I jumped over a puddle. But I can't jump high. Who am I? Timmy John Jane	I hopped on one foot. I jumped over a puddle. I walked on the wall. I walked on my hands. Who am I? Jane Timmy John
I jumped up on the wall. Then I jumped up to the branch. I was the first leader. I am fat. Who am I? Timmy John Jane	✓ We were playing "Follow Me." We said, "A girl can't do this." But then Jane did it. Who are we? John and Timmy Timmy and Jane John and Jane
I said, "I won't forget." Then I played a game. But I did get the butter. Who am I? John Jane Timmy	I wanted something. I wanted it from the store. I didn't want to go for it. Who got it for me? Timmy John Jane

USE AFTER READING "FOLLOW ME."

DIRECTIONS: The pupils are to read each group of sentences and put an X on the right answer. Have the pupils use their readers to answer the questions.



Circle Yes or No.

kitten		1. A kitten has soft fur.	Yes	No
lamb		2. A lamb likes coffee.	Yes	No
tiger		3. A tiger can play ball with a bat.	Yes	No
fox		4. A fox can bite a man.	Yes	No
butter		5. Tom can put butter on the table.	Yes	No
tub		6. Can a baby sit in a tub?	Yes	No
mitt		7. A mitt fits your foot.	Yes	No
foot				
calf		8. The calf and the goat went to school.	Yes	No
goat				

USE AFTER WORD PERCEPTION LESSON 13 (*f, m, b, t* in medial and final positions).

DIRECTIONS: Top: The pupils say the name of the picture, look at the letter in the box, decide whether they hear the sound represented by that letter at the beginning, in the middle, or at the end of the word, and mark with an X the appropriate space.

Bottom: Remind the pupils to use the pictures to help them read the sentences.

Put a line under all the right answers.

Which words tell about Peter's overshoes?

big	blue	new	good	black
brown	old	shiny	hard	cold

Which words tell about Ronnie's overshoes?

big	blue	new	black	good
brown	old	shiny	cold	easy

Which tell what Ronnie could have said?

"I need help with my overshoes."
 "My big buckles are easy to do up."
 "My old overshoes are too small for me."

"I can run fast in my old overshoes."
 "I like Peter's overshoes."
 "Now I like my old overshoes."

Which tell what Peter could have said?

"See my good new overshoes!"
 "Will you help me with my overshoes?"
 "I don't want to put on my new overshoes."

"I had to help Ronnie."
 "I wish I had new overshoes."
 "I just can't do up these buckles."

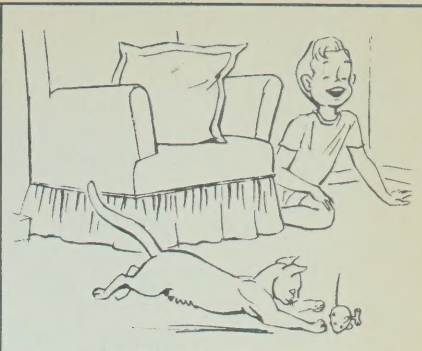
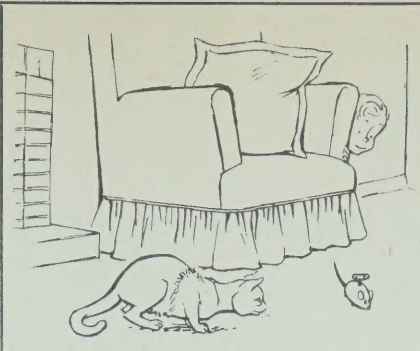
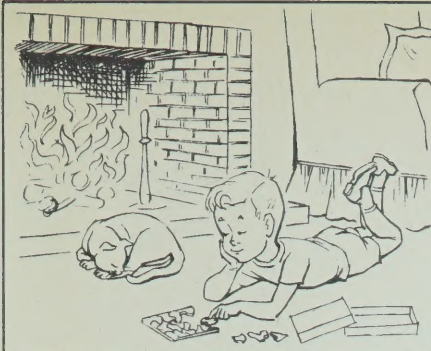
Which tell what the teacher could have said?

"Put away your books. It's time to go home."
 "Don't put on your overshoes."
 "Peter is first."

"Ronnie, please help Peter."
 "Get your coats and hats."
 "Don't wear overshoes to school."

USE AFTER READING "OVERSHOES."

DIRECTIONS: Be sure the pupils understand that there are *many* words or sentences to be underlined.



Alfred's cat, Puff, was lazy. She dozed by the fire all day.

One day, Alfred was by the fire with Puff. Alfred was working at his puzzle. But he soon got tired.

"I will play a trick on Puff," he said.

He found the toy mouse that he had got as a prize. He turned the key so that the mouse would zoom across the floor. The toy mouse made a buzzing sound as it went round and round.

Puff woke up, and she watched the mouse. Then she tried to catch it. Round and round went the mouse and the cat.

It made Alfred dizzy to watch them.

Suddenly, Puff jumped on the mouse. She tried to bite it. Then she sniffed it and sneezed! She looked sadly at Alfred and walked out of the room.

Alfred laughed, "What a good joke on Puff," he said.

What did Puff do all day long?_____

What was Alfred working at?_____

What sound did the toy mouse make?_____

What did Puff do when she sniffed the mouse?_____

Why did Alfred laugh?_____

USE AFTER WORD PERCEPTION LESSON 14 (visual-auditory perception of z).

DIRECTIONS: The pupils are to read the selection and answer the questions. Tell them that all the words they need for their answers are in the selection.

Ann said,

"My Jenny is very sick."

"I have a doll, and her name is Jenny."

"Look at my sick doll, Doctor Tom."

"I'm a nurse and I'll look after the doll."

"I would like a doll's house for my doll."

"What can we do for a sick doll?"

"Tom and I feel sick now."

Tom said,

"I'll give the doll a pill."

"I will eat all these cookies."

"Jenny's head feels hot."

"My mother will have something to make Jenny feel better."

"I ate too much and now I'm sick."

Ann's mother said,

"What does the sick doll need, Doctor?"

"I'll give you two apples but I need all the rest."

"These apples should make Jenny better."

"You made the doll better but now you are sick."

Tom's mother said,

"I'm sorry to hear that your doll is sick."

"I like to bake cookies for lunch."

"Some cookies will help to make Jenny well again."

USE AFTER READING "CALL THE DOCTOR."

DIRECTIONS: The pupils are to underline what each person said when *he* was *pretending* or playing the game.



1



2



3



4



5

Which picture is it?

- A. The zebra looks like a small horse. It is black and white. Have you seen a zebra in a zoo? Which picture is a zebra?_____
- B. A weasel is a long, thin animal. It is brown in summer and white in winter. It eats mice and rabbits and sometimes chickens. It has a black tip on its tail. Which picture is a weasel?_____
- C. The gazelle can run very fast. It has black horns. It eats grass and leaves. It looks something like a deer. Which picture is a gazelle?

- D. Grizzly bears are very big animals. They have brown fur and long, sharp claws. They eat grass, fish, berries, and nuts. Which picture is a grizzly bear?_____
- E. Some lizards look like snakes with legs. They like to stay in the sun. Some live in trees. Most lizards eat bugs. Which picture is a lizard?_____

USE AFTER WORD PERCEPTION LESSON 15 (visual-auditory perception of z, s).

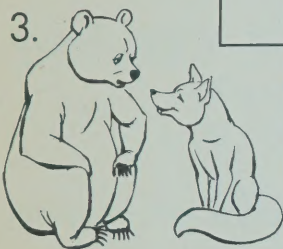
DIRECTIONS: The pupils read each paragraph, decide which animal is described, and write down the correct numeral on the line.

1. Before Big Brother Bear went fishing, his tail was
 fluffy like a squirrel's stubby twisty like a pillow black

2. Why did Big Brother Bear wake up?

He wanted to play a game. He hadn't eaten enough.

He was so hungry. He wanted to go fishing.



4. Where did Master Fox get his fish?



5. What did Master Fox tell the bear to do if he wanted some fish?



6. silly

tricky

hopeful

mean

sly

foolish

hungry

dishonest

USE AFTER LISTENING LESSON 4.

DIRECTIONS: See Listening Lesson 4 in the *Teacher's Source Book*.



1.



2.

How did I look when I said this?

- "What a pretty ribbon I have!" _____
- "I don't like this old dress." _____
- "I don't have any fun." _____
- "This is a good breakfast." _____
- "I will not wash today." _____
- "I made my bed, Mother." _____
- "I don't like this breakfast." _____
- "May I have a cup of milk, please?" _____
- "I won't eat a bit of breakfast." _____
- "I'm going to play with Susan." _____
- "Do you like my pretty dress?" _____

USE AFTER READING "THE WRONG SIDE OF THE BED."

DIRECTIONS: Have the pupils look at the faces and note the numerals under each. After reading each sentence, the pupils must decide whether Jane was in a good or a bad humor when she said it. Have the pupils put the corresponding numeral on the line following the sentence.

Make new words by putting in c, l, or p.

Above the new word, draw a picture.



mane

__ane

__ane

__ane



rake

__ake

__ake



bone

__one



dot

__ot

__ot

__ot

9

nine

__ine

__ine



bark

__ark

__ark



Dan

__an

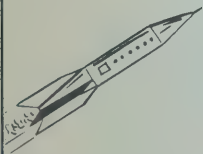
__an



hat

__at

__at



rocket

__ocket

__ocket



book

__ook

__ook

USE AFTER WORD PERCEPTION LESSON 16 (visual-auditory perception of *c* [k-sound], *l*, *p*).

DIRECTIONS: The pupils insert one of *c*, *l*, or *p* to make a new word. Then they are to draw a picture of the thing described by the new word.

Put the words in the right sentences.

	pine cone		truck wheel
match box		pen	toy car
	string		handkerchief
beetle	gum	pencil	colored stones

Don told Ted about all the things he took from his pockets.

He said, "I got this _____ one day when we were on a picnic. I want to keep it because I'm going to paint it and put it on our Christmas tree.

"And I may need this _____. Dad threw it away because it was empty, but it's a good thing for me to have. I can keep something small in it.

"I have to have this _____. My truck doesn't work now, but Dad will fix it some day.

"Mom said this _____ was no good, but I bet I can make it work. All I need is some ink.

"I don't play with a little _____ any more. But Bobby may like it. I'll give it to him when I see him.

"And all this _____. You never know when you'll want to tie something up.

"I forgot I had this _____. You want some to chew?

"But I guess the _____ has to go. You heard what Mom said."

USE AFTER READING "DON'S TREASURES."

DIRECTIONS: The pupils find the correct words for each blank and write them in. Remind the pupils to read carefully for all the clues that will tell them which word is correct. Allow the pupils to use their readers if necessary.

c 	p 	c 	l 
l 	c 	p 	c 
p 	c 	l 	l 

Could you see

comb



pocket



lion



panda



hill



zipper



record



collar



mail



balloon



1. A doctor with a comb?

Yes No

2. A pocket on a locket?

Yes No

3. A lion on a trip?

Yes No

4. A panda on a picnic?

Yes No

5. A pill on a path to the hill?

Yes No

6. A zipper on a pail?

Yes No

7. A nickel on a record?

Yes No

8. A collar on a cat?

Yes No

9. Some mail on the table?

Yes No

10. A pet puppy with a balloon?

Yes No

USE AFTER WORD PERCEPTION LESSON 17 (visual-auditory perception of c [k-sound], p, and l in initial, medial, and final positions).

DIRECTIONS: Top: The pupils mark the position, in each word illustrated, of the sound represented by the letter in each box. Bottom: The pupils read each phrase with the help of the illustrations and decide whether they could actually ever see the situation. Then they mark "Yes" or "No."

It's a cold winter morning. It is almost nine o'clock.

What could you see?

a girl in a red snowsuit
a man running to a bus
a boy swimming at home
a mother working in the garden
a car stuck in the snow
snow on the roof

What could you hear?

wind blowing
a school bell ringing
children laughing
rain on the windows
children shouting
snow falling
bees buzzing

The big house on the corner is burning.

What could you see?

smoke
fire going away up in the air
children helping the firemen
many, many people
big fire trucks
a boy feeding his pet
long ladders

What could you hear?

a policeman's whistle
fire trucks
water falling
a band playing
people shouting
some boys laughing
a girl crying

The children are having a picnic at the lake.

What could you see?

sand and water
water balls
children in snowsuits
pop and ice cream
the moon in the sky
overshoes
bathing suits

What could you hear?

a school bell ringing
the buzz-z-z of a boat
children laughing
the meow of a cat
a radio playing
sea gulls
a car trying to get out of
the snow

USE AFTER READING "THE WHIZZIEST SLEIGH."

DIRECTIONS: The pupils underline what they could see and hear in the situations.

Join the word to the sentence.

Think about "The Pink Horse."

- | | | |
|-------|---|--|
| First | • | • They saw the pink horse. |
| Next | • | • The boys were looking for their dad. |
| Last | • | • Their dad came home. |

Think about "The Whizziest Sleigh."

- | | | |
|-------|---|---|
| First | • | • Pat and Gary were not happy. |
| Next | • | • They went down the hill on the sleighs. |
| Last | • | • They got cardboard for sleighs. |

Think about "Don's Treasures."

- | | | |
|-------|---|---|
| First | • | • A beetle jumped out of Don's pocket. |
| Next | • | • Don's mother didn't like it in the house. |
| Last | • | • Don had a beetle in his pocket. |

Think about "Follow Me."

- | | | |
|-------|---|----------------------------------|
| First | • | • Jane got to the store. |
| Next | • | • Mother sent Jane to the store. |
| Last | • | • Jane played with the boys. |

Think about "Call the Doctor."

- | | | |
|-------|---|-------------------------------|
| First | • | • Tom said he was the doctor. |
| Next | • | • Ann said her doll was sick. |
| Last | • | • Tom and Ann were sick. |

Think about "The Wrong Side of the Bed."

- | | | |
|-------|---|--|
| First | • | • Jane sang all the way down the stairs. |
| Next | • | • Jane said, "I don't like this old ribbon." |
| Last | • | • Jane went back to bed. |

REVIEW: RECOGNIZING RELATIONSHIPS (sequence).

DIRECTIONS: Review the words *first*, *next*, *last*. Have the pupils read the first line and think about the story named. Then have them read the three sentences and think about the order in which they happened. Finally, have them join "First," "Next," "Last" to the appropriate sentences.

Draw a line under the right answer.

1. Why did Dad call, "Hurry up, Johnny?" because Johnny had to go to bed because Johnny had to go to school because Johnny had to go home	5. What will Mother give you for breakfast? cake buns nuts jam ham
2. Why did Johnny say, "Down, Duff!" because Duff ran up the hill because Duff had Mother's jam because Duff jumped up on him	6. What will the mailman give you?    
3. What did Johnny say? "Give me cake for breakfast." "Give me buns for breakfast." "Give me jam for breakfast."	7. What will the teacher give you? book crayon pencil man
4. Why did the little girl laugh? because she saw Duff and Johnny because she saw jam on Johnny's face because she saw Johnny go home	8. Who gives a pet its breakfast? a man a dog a boy a mother 9. What do we give to a pet puppy? a bed milk ham jam

USE AFTER READING "JOHNNY'S BREAKFAST."

DIRECTIONS: Left-hand column: Have the pupils read the question and underline the correct answer from the list of three possible choices. Right-hand column: Tell the pupils that there is more than one answer to the questions in this column.

Print the answer on the line.



nest



bear



ring



flag



dolls

1. You put it on your finger. _____
2. All little girls like to play with them. _____
3. It is a home for a bird. _____
4. You can see it in a zoo. _____
5. Do you have one at your school? _____



kitten



bag



Dad



nurse



car

1. You ride in it. _____
2. This is a pretty pet. _____
3. He goes to work. _____
4. We can put things in it. _____
5. She looks after you when you are sick. _____



ribbon



candy



cloud



head



egg

1. A girl likes to put it in her hair. _____
2. Your hair grows on it. _____
3. Boys and girls like to eat it. _____
4. You see it in the sky. _____
5. Did Johnny eat one for breakfast? _____

USE AFTER WORD PERCEPTION LESSON 19 (visual-auditory perception of *r, n, d, g*).

DIRECTIONS: In each section, the pupils read a sentence, then find the object to which it refers in the pictures above, and write the word on the line.

Underline the right answers.

The little boy heard "Bump, Bump, Bump." He pretended it was an elephant trying to bump down the wall with its trunk.

What else could he have pretended that it was?

a dog digging for a bone

a pony kicking the wall

a boy playing ball

an airplane flying high

a bee buzzing

a truck hitting the wall

The little boy heard "Bang, Bang, Bang." He pretended it was a hunter shooting a big gun.

What else could he have pretended that it was?

a little boy playing a drum

a girl playing with her doll

a giant shutting the door

a car coming down the street

a firecracker

a big boy with a cap gun



The little boy heard "Scratch, Scratch, Scratch." He pretended it was a giant mouse digging a hole.

What else could he have pretended that it was?

the school bell ringing

a dog digging for a bone

a ball bouncing

a chipmunk looking for a nut

a fire engine going to a fire

a tree branch hitting a window

USE AFTER READING "BALLOON MAGIC."

DIRECTIONS: The pupils read the paragraph and the phrases. Then they underline those phrases that best answer the question. Discuss the pupils' answers.

Circle the right letter.



n m r



d b g



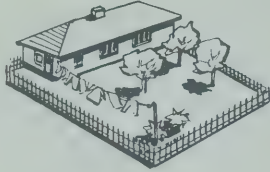
p y g



w m n



s f t



y h j



n r c



j p k



w h m



g j h



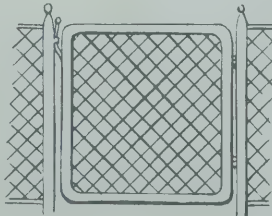
g j p



b t y



y j r



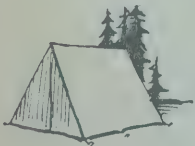
g j y



s f r



g b d



t d g



d c g



d b p



l t j

USE AFTER WORD PERCEPTION LESSON 21 (review of consonants).

DIRECTIONS: Have the pupils look at each picture and then circle the consonant letter that represents the beginning sound of the word.

happy



unhappy



"Put on your good shoes, Mary," said Mother.

"Oh, good!" Mary smiled. "They're so pretty."

Mary put on her good shoes. But they hurt her feet.

"Oh, Mother, these shoes hurt. I can't walk," cried Mary.

"Oh, dear," said Mary's mother. "Your feet are too big for them now."

At first Mary looked like this

Then she looked like this

Mary said, "Now I'll have to get some new, new shoes. I like buying new shoes."

But Mother said, "No, dear. We can't get new shoes today. I haven't any money."

Mary cried, but suddenly she said, "I know! Nancy gave me some shoes but they were too big. They will fit me now."

And they did!

At first Mary looked like this

Then she looked like this

Then she looked like this

It was Joe's birthday. Joe was excited because Jimmy was coming for supper. Mother had some balloons for them to play with.

"Blow up the balloons, Joe," said Mother.

Joe blew and blew.

Suddenly, bang! went the balloon. Joe looked as if he were going to cry.

At first Joe looked like this

Then he looked like this

Mother said, "Try again."

So Joe blew and blew. It was fun.

But the balloon popped out of his hands. Away it sailed – right out the window!

"Oh, Mom, Mom," Joe cried. "Now we won't have any balloons."

But Mother smiled.

"Oh, well, Joe," she said. "I have a better surprise for you. When Jimmy comes, you can see it."

"Where!" yelled Joe.

At first Joe looked like this

Then he looked like this

USE AFTER READING "THE WIGGLY TOOTH."

DIRECTIONS: Discuss with the pupils the meaning of the faces and the words at the top of the page. Tell the pupils that in the paragraphs the children's feelings changed. They are to read each paragraph, then the sentences under each, and finish the faces to show how the children felt. Upon completion, discuss the pupils' answers.

Write the correct word in the sentences.

balloon baby	Mark played with a pretty _____. The _____ plays with a toy.
see look	I can _____ out the window. _____ at the pretty picture.
run walk	The girls hopped down the _____. Boys will _____ across the playground.
pretty little	The _____ girls played with dolls. What a _____ dress my mother has on.
pocket room	Don put the toy car in his _____. His _____ has a bed in it.
play work	Father went to _____ as a fireman. Jim and Bob _____ on their wagon.
shut put	Can you _____ the door? _____ the cat out of the house.

USE AFTER WORD PERCEPTION LESSON 5 (using context clues).

DIRECTIONS: The pupils are to read the two words and the sentences in each section. Each word will make sense in one of the sentences, but only *one* word can be used in *both* sentences. Tell the pupils that they must decide which *word* fits the meaning of *both* sentences and write it in the blanks. You may wish to have some pupils just underline the correct word.

Circle the right word.

After school Mark came home. His friend Kim came with him. They were going to play pilot. They were going to make a noise like a jet. They were _____.	unhappy
Mark's mother saw them coming. She came to the door. "Hi," said Mark. "We're going to play pilot." "Oh, no!" said his mother. "Not now! If you make a noise, you'll wake the baby." Now Mark was _____.	pleased cross
Mark's mother said, "Come into the house now. I have cookies and milk for you and Kim. Do you want some cookies and milk?" "Yes, please," said Kim. "Yes, please," said Mark. Now Mark was _____.	happy angry
"Good," said Mark's mother. "After you eat your cookies, it will be time for the baby to wake up. Then you can play pilots if you want. Then you can make all the noise you want." Now Mark was _____.	sad happy
Kim said, "Can I see your baby, Mark? Can I see him when he wakes up? I wish I had a baby brother at home." Now Mark was _____.	pleased

USE AFTER READING "WHEN MARK LEFT HOME."

DIRECTIONS: Read, with the pupils, the list of words at the right. Have the pupils read each incident and choose the correct word from the list at the right to complete the last sentence. Then have the pupils write the word in the sentence. If some pupils have difficulty with writing, you may wish to have them just draw a line to the word of their choice. Be sure to discuss the pupils' choices to check precision of word meaning.

Put the right numeral in the box.
Write the letters to finish the word.



1

checkers

You sit on it.
It is a ch_____.



2

children

You write with it.
It is ch_____.



3

chickens

You eat it.
It is ch_____.



4

chalk

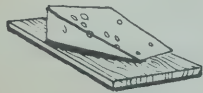
They run to Mother Hen.
They are ch_____.



5

chair

They go to school.
They are ch_____.



6

cheese

It is on a house.
It is a ch_____.



7

chimney

It is a game.
We call it ch_____.



8

church

People go here on Sunday.
It is a ch_____.

USE AFTER WORD PERCEPTION LESSON 22 (visual-auditory perception of the *ch*-sound).

DIRECTIONS: Have the pupils read each block on the right side of the page. Then ask them to look at the pictures on the left, decide which one is correct, and write the numeral in the box beside the sentences. Then have the pupils write in the missing letters.

On Saturday morning, Jimmy and Mary did go exploring again. They went to find more things to take to school on Monday.

On their way to the seashore, they saw a little brown animal. They followed it to see where it went.

What happened next?

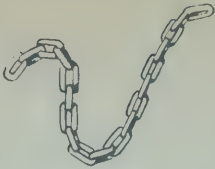
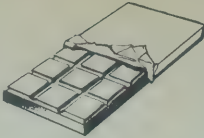
Anne and Penny went exploring on Saturday morning too. They found many shells along the shore. When it was time for lunch, they looked around. They couldn't see any houses. Then they knew they were lost.

Suddenly they saw Jimmy and Mary coming towards them.

What happened next?

USE AFTER READING "TIME FOR EXPLORING."

DIRECTIONS: The pupils read the paragraphs. Then they finish the incident in their own words. Have some of the completions read orally.

				
ch sh	ch sh	ch sh	ch sh	ch sh
				
ch sh	ch sh	ch sh	ch sh	ch sh
 A chick says, "_____."				Cheep Sheep
_____ say, "Ba-a, ba-a."				Cheep Sheep
A train says, "_____."				Choo! Choo! Shoo! Shoo!
 The farmer says, "_____."				Choo! Choo! Shoo! Shoo!
Can you _____ the wood and then go down town to _____?				chop shop
In the big store we can _____ for a _____ with sails.				ship shop

USE AFTER WORD PERCEPTION LESSON 23 (visual-auditory perception of *ch*, *sh*).

DIRECTIONS: In the top part of the page, the pupils think of the name of each picture. Then they are to circle the letters that stand for the sound at the beginning of the name. In the bottom half of the page, the pupils choose the correct words from the right-hand column to write in the spaces.

Yes or No

Read each paragraph and the question. Write Yes or No on the line.

Mary forgot to bring her skipping rope to school. All the other girls had skipping ropes. They were all skipping. Mary wanted to skip too.

One girl said, "Go away, Mary. You can't skip. You have no skipping rope."

Would you like that girl to play on our playground? _____

Bob is in Grade 1. He wants to play with the big boys in Grade 6. He can't run as fast as they do. He gets in the way when they run fast. He can't catch any of their balls. He is too small to play with them.

Do the big boys want Bob to play their game? _____

The boys and girls have a new game to play at school. They pretend that there are streets on the playground. They pretend to ride in cars. Up and down the streets they ride. They go very fast. They don't let the pretend cars bump into anyone.

Do the boys and girls have a good game to play? _____

Some boys bring little toy cars to school. Some bring toy trucks. They play in the sand with them. They make streets on the sand. They make the toys go up and down the streets. They have fun with the toys they bring.

Is this a good game to play at recess? _____

USE AFTER READING "PLAYING COWBOYS AT SCHOOL."

DIRECTIONS: Have the pupils read each paragraph and then answer "Yes" or "No" to the question.

Draw a line to the right picture.

Find Bob's toy. ●—

Find Mother's book. ●—

Here is a funny bunny rabbit. ●—

Find Father's car. ●—

Find a book for Baby. ●—

Find a boy's hat. ●—



Ken said, "My house is a little one."

Pete said, "My house is a big house."

Find Ken's house. ●—

Find Pete's house. ●—



Jane's new toy is a doll.

It does not have a hat.

It is pretty.

Penny's new toy is a doll, too.

It is a funny doll.

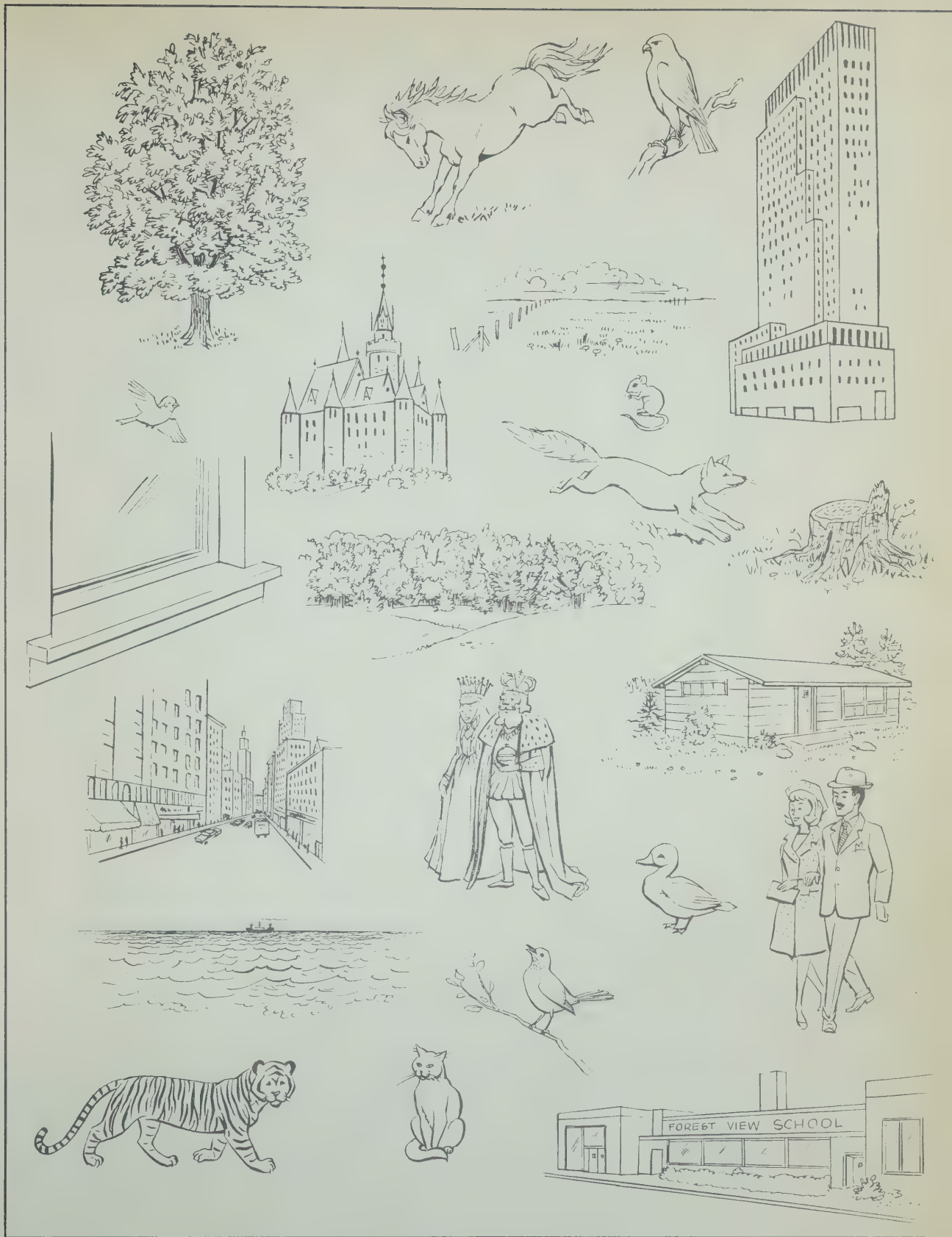
It is not as big as Jane's doll.

Find Penny's doll. ●—



USE AFTER WORD PERCEPTION LESSON 59 (possessive ending — 's).

DIRECTIONS: The pupils read the sentences and continue the line from the large dot to the correct pictured object.



USE AFTER LISTENING LESSON 16.

DIRECTIONS: See *Teacher's Source Book*, Listening Lesson 16.

**Underline all the sentences that are about make-believe things
that can happen only in stories.**

1. The cat saw a little blue rabbit hop into the barn.

2. A duck likes to eat wheat.

3. Big yellow duck said, "You can't swim on my lake."

4. The little ants live together in an ant hill.

5. The little gray mouse said, "I want the wheat."

6. The rabbit said, "I'll help you, little mouse."

7. A wee black ant saw a pile of wheat.

8. A cat and a mouse worked together to make a house.

9. A mouse lived in a big red barn.

10. A big cat helped the kitten catch a mouse.

11. A big duck and a little duck were swimming together.

12. Mr. Rabbit put on his hat and went to town.

USE AFTER READING "THE LITTLE PILE OF WHEAT."

DIRECTIONS: Discuss with the pupils the idea of "make-believe" as something that couldn't *really* happen. Then have them read the sentences and underline those that describe make-believe situations.

Draw a line to the right picture and circle it.

1. Here are two cups. ●



2. Can you find a man's hat? ●



3. Find three pet cats. ●



4. Find John's pet cat. ●



5. Where are the four big balls? ●



6. Find the hen that is eating. ●

7. Here is the school bus. ●



8. Can you find Dan's pup? ●



9. Find two fat pigs. ●

10. Can you find one ball? ●



11. Where is Ken's birthday cake? ●



12. Find Pam's rake. ●



USE AFTER WORD PERCEPTION LESSON 60 (plural and possessive forms).

DIRECTIONS: The pupils are to draw a line from the large dot to the right picture and circle it. See the first example.

Put the right numeral on the line.

- | | |
|------------------------------|--|
| 1. Bobby named his dog "Tag" | _____ because he ran there after the ball. |
| 2. Tag went to sleep | _____ because Bobby is at home then. |
| 3. Tag is out on the road | _____ because he tagged after Bobby. |
| 4. Tag is happy after school | _____ because he was tired after the walk. |

- | | |
|--|------------------------------------|
| 1. Bobby got a dog | _____ because he was in a hurry. |
| 2. Bobby asked Karen to feed Tag | _____ because it was his birthday. |
| 3. Mother made Bobby stop playing ball | _____ because Tag needed a bath. |
| 4. Karen wanted to take the dog for a walk | _____ because she liked him. |

Put an X beside the right answers.

Because Bobby wanted Tag for his very own, he _____ wouldn't let Mother bath Tag.
 _____ wouldn't let Karen take him out.
 _____ played with Tag all alone.
 _____ asked Karen to feed Tag.

Mother didn't ask Karen to let Bobby play his records because _____ it was Karen's record player.
 _____ Bobby was too little.
 _____ Bobby didn't let Karen play with Tag.
 _____ Bobby ran after Karen.

If you had a dog of your very own, you would have to		
_____ give him food	_____ read a book	_____ take him for a run
_____ buy cat food	_____ put on your coat	_____ keep him off the road
_____ play with him	_____ give him a bath	_____ take him to school

USE AFTER READING "BOBBY'S VERY OWN."

DIRECTIONS: In the first part, have the pupils read each sentence beginning, find the correct ending, and put the correct numeral on the line. In the second part, have the pupils read the leading statement, and put an X on the line before each cause- or effect-statement that could be correct.

Write the correct word on each line.

Mother puts this on her finger.

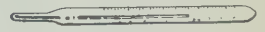
It is a _____.



thimble

This is part of your hand.

It is a _____.



thermometer

This tells you how hot it is.

It is a _____.



thin

I can count to _____.



thumb

I do not eat very much.

I am very _____.

13

thirteen

Read the story.

Thump! thump! wham!
wham!

Bob's chair shook and shook.
Bob jumped up. What could
shake his chair like that? Was
it a shot from a big gun?

Wham! thump! thump!

He ran to the door and shut it.
Then he looked out the window.

He saw some men in a truck.
They were dropping long, thin
poles on the side of the road.

Bob wanted to ask what they
were for. But he was too shy to
talk to the men. Bob asked his
father when he came home. His
dad said, "The men are going to
put up new telephone poles."

1. Underline the words in the story that tell what Bob heard.
2. Put an O on the word that tells where Bob was sitting.
3. Put an X on the word that tells what Bob shut.
4. Put a box around the part that tells what Bob saw.
5. Circle the words that tell what Bob was too shy to do.

USE AFTER WORD PERCEPTION LESSON 28 (visual-auditory perception of *ch*, *sh*, *th*, *wh*).

DIRECTIONS: In the first part, have the pupils read each pair of sentences and then decide which picture or word completes the sentence. Have them write the word on the line. In the second part, the pupils read the paragraphs and carry out the directions.

Why did Joan really say that her old dresses weren't pretty?

1. The old dresses were dirty.
2. The old dresses weren't like Elena's.
3. The old dresses all looked the same.

Why had Elena told her mother about Joan?

1. Elena liked Joan.
2. Elena didn't like Joan.
3. Elena wanted to go to Joan's house.

Why wasn't Elena's dress the same as Joan's?

1. She didn't talk the same way that Joan did.
2. She wore her mother's dress.
3. She came from far away.

Why did Elena's mother laugh?

1. She thought Joan's mother looked funny.
2. Elena wanted Joan's dress, and Joan wanted Elena's dress.
3. She wanted a new dress.

Why did Joan's mother say, "Isn't it nice to have a new friend from far away?"

1. It is good to have many friends.
2. Joan had no friends.
3. Joan liked the new girl's dress.

Why did Joan's mother say, "I can't make a dress like that?"

1. The dress was hard to make.
2. Joan's mother didn't like the dress.
3. Elena didn't want Joan to have the dress.

USE AFTER READING "THE PRETTIEST DRESS IN THE WORLD."

DIRECTIONS: The pupils read each question and underline the best of the three answers. Remind the pupils to think about the story before they decide on an answer.

Write the correct word in the blank.

1. We went to the store and _____ a dime.
sent spent

2. The little boy _____ down the hill.
did slip slid

3. Can you say, "You may _____?"
sty stay still

4. Billy can jump over the tree _____.
stump still stair

5. The baby still _____ her milk.
spills will spins

6. I will draw a star in the _____.
my skin sky

7. Can you make a _____ sit up?
spin snake snap

8. I have a very _____ ball.
smart stall small

9. Do not get a _____ on your dress.
slot pot spot

10. Can you _____ that little top in the dish?
spit spin spill

USE AFTER WORD PERCEPTION LESSON 29 (the s blends).

DIRECTIONS: The pupils are to read the sentences, look at the words below, and pick out the one that completes the sentence correctly. The known word that should help the pupils get the new word is used either in the sentence or is one of the words below. Have the pupils either write the correct word in the blank or underline it, and then underline the word that helped them with the new one.

Where did Littleberry put his clothes?

Draw a red line under the words that tell you.

on his head

into the closet

on his toes

under his chin

around his neck

down the hill

into the mirror

over the shoes

on his hands

into an apple tree

to his ankles

over the stockings

Where did the children race?

Draw a blue line under the words that tell you.

down the hill

into the closet

out the door

to the old mill

on the fence

through the woods

over the stepping stones

into the brambles

up the road

onto the horns of a cow

over the bridge on the river

to his ankles

USE AFTER READING "LITTLEBERRY JOHNSON GROWS UP."

DIRECTIONS: Read the directions with the pupils. Encourage the pupils to use their readers for help. After the page has been completed, discuss it with the children. Be sure they understand the meanings of the prepositions; for example, the difference between "to" and "through."

Just look at him! He has a big red frill on his hat. He has big red spots on his cheeks. See him laugh, then frown! See him fall and jump up again. He won't stand still. What a funny _____.

drown
clown
brown

With your crayons, draw a line under the words that tell

- (green) 1) what the clown has on his hat.
(red) 2) something else that is red.
(blue) 3) what the clown does after he laughs.
(yellow) 4) what the clown won't do.

What a funny pet you have, Joe. It stays in its home in a tree. It sleeps in its nest up there. It's glad when you give it food. When big flakes of snow fall, it runs down the tree for nuts. Then it sits on a branch to eat. Your pet is a gray _____.

kitten
squirrel
bird

Draw a line under the words that tell

- (green) 1) where the squirrel's nest is.
(red) 2) when it runs for nuts.
(blue) 3) where it eats the nuts.
(yellow) 4) what color the pet is.

A little gray mouse looked up at the sky. It saw big flakes of snow falling. The mouse was glad that it had a good home for the winter. Its home was warm and dry, and the big black cat didn't know where it was. But he knew that the cat would _____ and _____ to find him.

Draw a line under the words that tell

- (green) 1) where the mouse looked.
(red) 2) what it saw falling.
(blue) 3) how it felt about its home.
(yellow) 4) what color the cat was.

my
why
try

USE AFTER WORD PERCEPTION LESSON 32 (review consonant blends).

DIRECTIONS: Have the pupils read each paragraph and fill in the missing word. Then have them use the color crayon indicated before each numeral to underline in the paragraph the words that are indicated.

Write the correct words on the lines.



goat



hen



sheep



goose



cow

Danny looked for his friends to ask for help.

Which one did he find

swimming on the pond? _____

sleeping? _____

standing in the barnyard? _____

eating? _____

sitting on a house? _____

Bear

egg

pillow

Cow

cheese

1. Danny said, "Thank you, Mrs. Goose. But she has a good _____."
2. Danny said, "Thank you, Mrs. Hen. But she has an _____."
3. Danny said, "Thank you, Mr. _____. That's what I'll give her."
4. Danny said, "Thank you, Mrs. Goat. But she has some _____."
5. Danny said, "Thank you, Mrs. _____. But we have good milk at home."

What would you get your mother for her birthday?

USE AFTER READING "ASK MR. BEAR."

DIRECTIONS: Have the pupils write the correct words in the spaces provided. In the first exercise, answers are found from the pictures; in the second they are chosen from the words above. In the third part, the pupils write their answer.



The Pony Ride

1. Sam and Jimmy went to visit Grandfather.

"I want to ride on the pony," said Sam.

"I will help you up," said Grandfather. "Put your foot on my hands."

2. Away the pony went at a trot.

"Go faster, pony," said Sam.

Faster and faster galloped the pony. Sam held on with both hands. Round the yard they went. Round and round.

3. Sam was getting dizzy.

"Stop, pony, stop!" shouted Sam.

But the pony kept on galloping.

"Please make him stop, Grandfather," shouted Sam. "I'm afraid I'll fall off."

4. "Whoa, Dan, whoa!" called Grandfather, and the pony stopped running.

"The pony wouldn't stop for you because you didn't know the right word to say," said Grandfather.

"And you didn't know his name," said Jim.



service station



store



apartment
building



church



hospital



library

Underline the name of each building.

People go to this place on Sunday. Bells ring, and the people sing. Children go to Sunday school here.

It is

a school a church a store

People drive to this place in their cars. Sometimes they get their cars fixed. Sometimes they just buy gas.

It is

a library a hospital
a service station

People go into this building every day. There are many, many things in it. There are toys, books, tables, dresses, and almost anything you would like to buy.

It is

a church a hospital a store

Boys and girls and mothers and fathers go to this place. Inside there are many, many books. Everyone takes some books home to read.

It is

a store a library a church

This building is very high. There are many people living in this building. Each family has three or four rooms in it.

It is

an apartment building
a service station

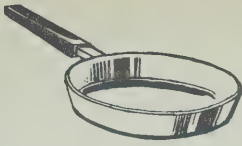
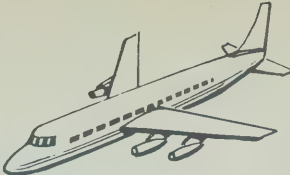
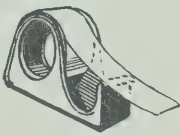
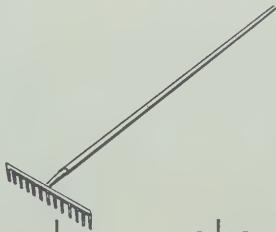
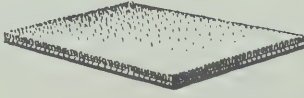
Some people work in this building. But most of the people who go here are sick. The doctors and nurses help them to get well.

It is

a service station a library
a hospital

USE AFTER READING "DOORS."

DIRECTIONS: The pupils read each paragraph and, with the help of the pictures, identify each building by underlining its name.

at ate  mane man	at ate  pan pane	at ate  plan plane	at ate  cape cap
at ate  hat hate	at ate  tape tap	at ate  can cane	at ate  can cane
at ate  cape cap	at ate  tap tape	at ate  scat skate	at ate  mane man
at ate  rat rate	at ate  rack rake	at ate  mate mat	at ate  nap nape
at ate  tame tam	at ate  rag rage	at ate  lake lack	at ate  van vane

USE AFTER WORD PERCEPTION LESSON 34 (visual-auditory perception of a).

DIRECTIONS: The pupils say the name of each picture and think of the vowel sound. If the vowel sound is the "vowel of at," they underline at; if it is the "vowel of ate," they underline ate. Then they circle the name of the picture.

Who said it?

"I have to read. I need my cook book." ●



"I can't read yet, but I have a book. I like to look at it." ●



"I have a book that I can color a picture in." ●



"I'm reading, but I'm not reading a book." ●

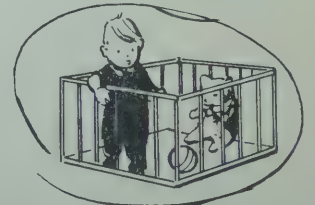


"This is a very big book. But I want just a little book about airplanes." ●



"I work at the library. I have a book about airplanes." ●

"Mother and Dad read their books, and I read mine. It has a very good story about a dog in it." ●



"Tom and Jill won't let me have their books." ●



USE AFTER READING "BOOKS FOR EVERYONE."

DIRECTIONS: Have the pupils read each group of sentences and draw a line to the appropriate picture.

it



ice



USE AFTER WORD PERCEPTION LESSON 36 (auditory perception of two sounds represented by *i*).

DIRECTIONS: In the top part of the page, have the pupils circle all the pictures whose names are words that have the same vowel sound as *it*; in the bottom half, the pupils circle the pictures whose names are words that have the vowel sound of *ice*.

Ken and his mother were riding home on the bus. It was a long trip. Ken and his mother played a game. Can you play too?

Ken said, "I'm thinking of someone I saw in the parade. He has a red coat and rode a horse. Who is he?"

"I know," Ken's mother said. "You're thinking of a _____. I'm thinking of someone with a big blue nose and big blue ears."

"Oh," laughed Ken. "Wasn't that _____ funny! Now I'm thinking of someone in a green coat. She hurried through the crowd and went to the bus station. Can you tell who I'm thinking about, Mother?"

His mother said, "Oh, Ken, you're as funny as the clown was in the parade. That was _____!"

And now I'm thinking of someone who went out on the street. The policeman told him to keep back. Who was that?"

"_____, " said Ken. "I'm thinking of someone with a motorcycle and a microphone. I didn't like him the first time I saw him, but soon I was glad he was there. Who am I thinking about?"

"The _____," said Mother. "I was glad to see him too. And I like the person who took you to the policeman. Who was that?"

"The _____. We've had an exciting day, haven't we?"

And Ken went to sleep.

me	boy	policeman	clown	Mountie	doctor
lady in a green coat	me	mother	man	girl	

USE AFTER READING "THE BIG PARADE."

DIRECTIONS: The pupils read the page, and choose the correct word from the list at the bottom of the page to fill in each blank.

Who did it?

















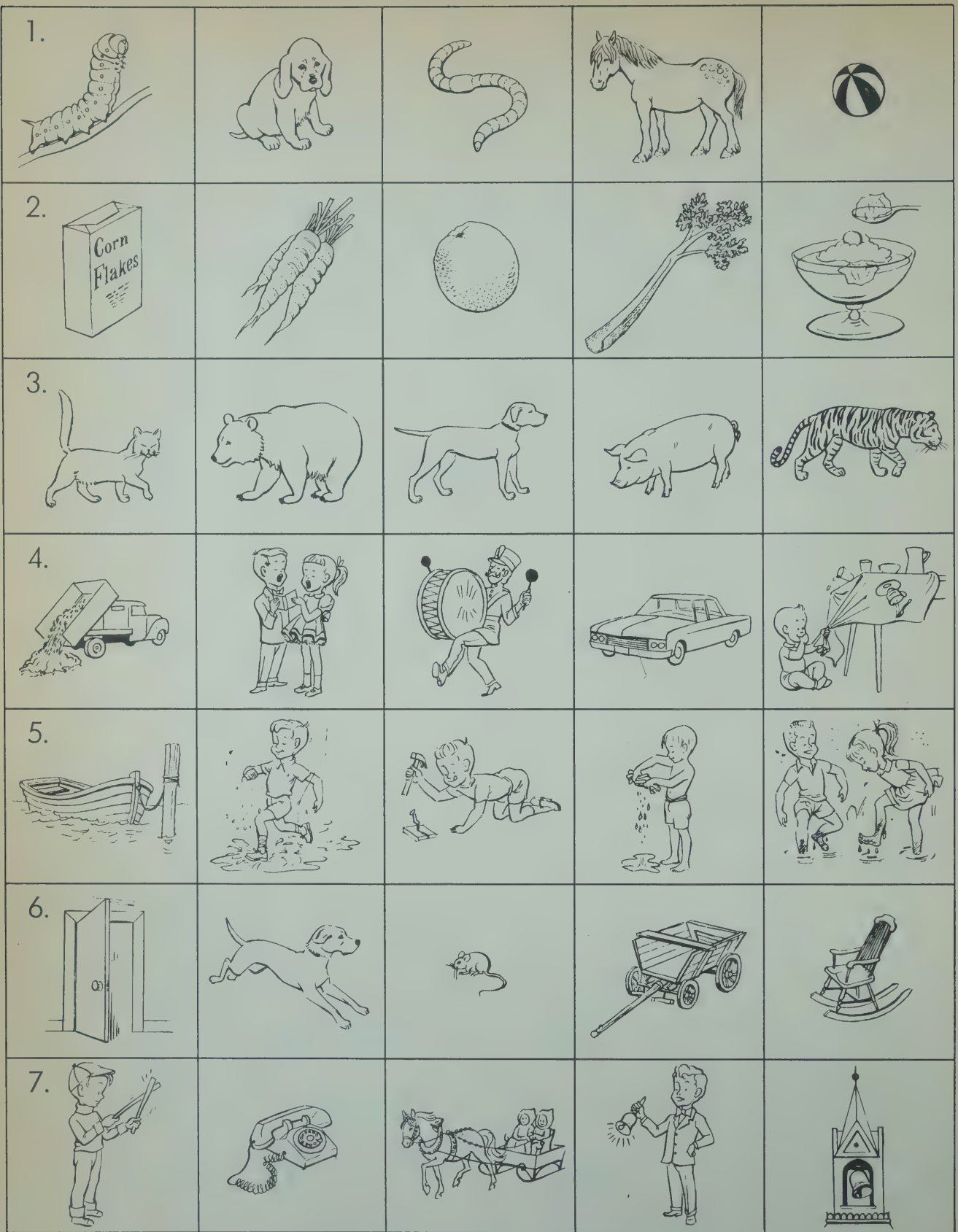


Tim will ride his bike.
 Bill will fly a kite.
 Pam has a can of apples.
 Tom can catch a fine fish.
 Jim asked, "What time is it?"

Allan has a nap.
 Jane likes her new cape.
 Dick can shine his shoes.
 Tammy skates on the lake.

USE AFTER WORD PERCEPTION LESSON 37 (visual-auditory perception — a, i).

DIRECTIONS: Have the pupils read each of the sentences. Then they are to find the picture that belongs with the sentence and write the child's name on the line in the box.



USE AFTER LISTENING LESSON 25.

DIRECTIONS: See Teacher's Source Book, Listening Lesson 25.

When did it happen?

1. Before Bill climbed the tree.
2. While Bill was in the tree.
3. After Bill called the firemen.

Put the right numeral on each line.

Bill saw smoke behind the trees. _____

The firemen tried to put the fire out. . . . _____

Bill said, "I'll try to think of something
to do." _____

Father said, "Let's go and help Mr. Brown." _____

Bill will try on the Fire Chief's hat. _____

Bill saw a kitten, and a caterpillar too. . . . _____

Bill saw Mr. Brown and the firemen. _____

Bill saw his father working far away. . . . _____

Bill ran to Father as fast as he could. . . . _____

Bill was as good as a real Forest Ranger. . _____

Bill was as high as the apple in the tree. . . _____

Bill was happy and proud. _____

Bill got his cowboy hat. _____

The Fire Chief was pleased with Bill. _____

Bill thought of a game to play. _____

Mr. Brown was very glad. _____

USE AFTER READING "FIRE! FIRE!"

DIRECTIONS: Have the pupils read the numbered events. Then they are to read each statement, decide when it happened, and enter the corresponding numeral on the line that is provided.

parade • popcorn • crowd • motorcycle • field glasses •	• They help you to see things that are far away. • Many, many people together. • Many bands march down the street. • It is white and good to eat. • A big bicycle with a motor to make it go.
path • whistle • forest • hug • beetle •	• Put your arms around someone. • A shiny, black bug. • If you blow in it, it makes a sound. • You can walk through the woods on it. • A place where many trees grow.
doctor • whisper • neighbors • wheat • shell •	• People who live close to you. • A man who helps when you are sick. • Animals like to eat it. • It is found on the beach. • Talk very softly.
elephant • balloon • puddle • overshoes • sleigh •	• You put them on over your shoes. • A big, big animal with a trunk. • You slide down a hill on it. • A small pool of water. • It is made of rubber. You blow it up before you play with it.

USE AFTER READING "KIM'S POPCORN WHISTLE."

DIRECTIONS: In each box the pupils join the word to its matching sentence or phrase. Remind the pupils to draw the lines from dot to dot.



I'm Kim. I'm the little boy in the story you read. Most of the time I'm happy. But not all the time! Sometimes I don't feel very happy.

Read the sentences.

Put an X in the box when you think I'm happy.

Put an O in the box when you think I'm not happy.

- ☐ My father said, "Let's eat supper now."
- ☐ Mother said, "Put that silly whistle away!"
- ☐ I found a green whistle in my popcorn.
- ☐ I found flowers to pick for my mother.
- ☐ I ran too far away and got lost.
- ☐ Father said, "It's not far to the park."
- ☐ I had to pick out a good place to eat.
- ☐ I was lost, and that big owl said, "Whooo."
- ☐ "Beep! Beep! Beep!" came from far away.
- ☐ I laughed at the squirrels and the birds.
- ☐ I could not find that path.
- ☐ I played I was a boat, and Father called, "Ahoy, there!" when I went too far away.

USE AFTER READING "KIM'S POPCORN WHISTLE."

DIRECTIONS: See pupils' directions at the top of the page.

Find the right word.
Write it in the box.

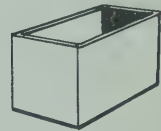


















dog

doll

from

spot

smoke

hole

stove

cone

hope

stop

clock

note

box

home

bone

block

USE AFTER WORD PERCEPTION LESSON 39 (visual-auditory perception—o).

DIRECTIONS: Direct the pupils to look at the first picture, then at the list of words at the bottom of the page. When they find the word that belongs with the picture, they are to write it on the line in the box. Continue with the rest of the pictures in the same way.

like

don't like

I drive a big bus. It is a yellow bus. My bus takes boys and girls to school.

I _____ the new road.

I'm a mother. When my work is done, I like to take my little girl for a walk. We like to see the rabbits and birds and squirrels.

I _____ the new road.

I drive a big truck. I have no time to stop. I must get to the city. I must get my work done.

I _____ the new road.

I'm a bluebird. I had a nest in a big tree. The men cut the tree down. I had to fly away.

I _____ the new road.

I'm a boy who lives in a house by the side of the road. I like to watch the birds fly up into the branches of the trees.

I _____ the new road.

I'm a man who works in the city. I go to work in my car. When my work is done, I drive home. I like to drive fast on a good wide road.

I _____ the new road.

USE AFTER READING "THE NEW ROAD."

DIRECTIONS: Read the two words at the top of the page with the pupils. Then tell them to read each paragraph, decide whether that person likes or does not like the new road, and write the correct word(s) on the lines.

a i o

1. Pat will b__ke cookies and t__ke them to the party on her b__ke.
2. I like to swim in the l__ke.
3. The man in the circus said it was t__me to t__me the lion cub.
4. The man had a brown c__ne and was eating an ice-cream c__ne.
5. K__te can fly her k__te today.
6. There was a water t__p at the very t__p of the hill.
7. The little boy with the h__t h__t the ball on a h__t day.
8. I heard a cl__ck as Mr. Brown shut the door of the big cl__ck.
9. The m__le lived in a h__le that was a m__le from the town.
10. L__st night I l__st the l__st of things I had to get for Mother.

Write the words:

something to ride _____

a little gray animal _____

something to tell time _____

where you can swim _____

what you put on your head _____

a girl's name _____

what ice cream is in _____

USE AFTER WORD PERCEPTION LESSON 40 (review recognition of sounds represented by a, i, o).

DIRECTIONS: Tell the pupils that in each sentence there are some words in which a vowel letter (a, i, or o) is missing. They must read the sentence, decide what the incomplete words are, and then complete the words by writing in the missing letter. The words that fit the definitions in the second part are in the sentences above.

Jane made a snowman. It was made of one great big snowball, one not-so-big snowball, and one very much smaller snowball.

Jane's snowman had a carrot nose and button eyes.

Draw Jane's snowman.

Susan made one too, but it didn't look like a man. It had long, pointed ears. It had little eyes, a little nose, and long, sharp teeth. And a little round puff of a tail!

Draw Susan's snow rabbit.

Tom made a snowman. He dressed his snowman. He put Father's coat on it. He gave it a walking stick and a big black hat. Then he tied his red scarf around its neck.

Draw Tom's snowman.

Dick didn't want to make a snowman. He made a snow house. It looked like an igloo. It had a little door, and Dick could crawl inside.

Draw Dick's igloo.

USE AFTER READING "SNOWFALL."

DIRECTIONS: The pupils draw each item as described in the paragraph.



train



bus



boat



truck



helicopter



car



horse



airplane

How am I going on my trip?

On my trip I will fly up and up very fast. I will eat my dinner as we go. We won't stop until we land.

My trip will take many days. I will travel on the water. I will sleep in a little room and eat with many people.

I live in the country. I'm going to the next farm to visit my friend. I will ride across the fields. Blackie will carry me easily.

My dad is a driver. He will take me along on his next trip. I will sit beside him in the front. Dad will take a big load of wheat to the town.

I am going to fly over the city with my dad. We won't go very high or very fast. I will see cars and houses and people.

Our family will all go on the trip. I will help to carry the suitcases. I can play games in the back seat while Father drives.

My mother and I are going to visit Grandmother. We will sit in big chairs. We will sleep in a bed that pulls out of the wall. We will hear "clickety-click" as we go.

Many people will be riding with me. There will be many windows. I will sleep right in my seat. We will drive fast along the roads, but we will stop many times.

USE BEFORE READING "NIGHT TRIP."

DIRECTIONS: The pupils read the paragraph and decide with the aid of the pictures above which mode of transportation is described. The answer is to be written under each paragraph.

Which ones are right?

Mark them this way: ☒

- ☐ 1. The bus went "Hummm! Hummm!" past Uncle Charles' house.
- ☐ 2. The girls had fun at Uncle Charles' home.
- ☐ 3. Uncle Charles' car went "Clang! Clang!"
- ☐ 4. Cars went Flash! Flash! past the bus.
- ☐ 5. The ferry boat went by the bus, "Toooo! Toooo!"
- ☐ 6. The bus didn't stop at the station.
- ☐ 7. Slap! Slap! The water slapped on the sides of the boat.
- ☐ 8. They rode on a little train that went "Clank! Clank!"
- ☐ 9. The family rode in a red taxi.
- ☐ 10. The ferry boat crossed a wide river.
- ☐ 11. Father carried Pam into the house.
- ☐ 12. The big train went, "Hiss! Whizz! Whizz! Click-click! Click-click!"
- ☐ 13. The taxi stopped at Pam's house.
- ☐ 14. The bus made a "bump! bump!" sound when it drove on to the ferry boat.
- ☐ 15. The bus came right up to the farm house.

USE AFTER READING "NIGHT TRIP."

DIRECTIONS: The pupils are to put a check mark beside the statements that are true according to the selection "Night Trip."

end



me



USE AFTER WORD PERCEPTION LESSON 41 (auditory perception of two sounds represented by e).

DIRECTIONS: In the top part of the page have the pupils circle all the pictures whose names are words that have the same vowel sound as *end*; in the bottom half, circle the pictures whose names are words that have the same vowel sound as *me*.

Draw a line under each sentence that means the same.

A fireman is an important man.

1. A fireman does work that helps people.
2. A fireman has a good hat.
3. A fireman rides a red truck.

The fire engines were racing to a fire.

1. The fire engines could put out the fire.
2. The fire engines went quickly to a fire.
3. The fire engines were in the fire station.

Glen's father climbed to the roof.

1. Glen's father stood up on the roof.
2. Benny's father climbed a ladder here.
3. Glen's father went up to the roof on a ladder.

Making people feel better is a doctor's work.

1. A fireman helps people.
2. A doctor helps people when they are sick.
3. Making boys and girls walk is a doctor's work.

Suddenly there was an explosion.

1. All at once something blew up with a loud noise.
2. Then the flames came out of the roof.
3. All at once there was excitement.

USE AFTER READING "AN IMPORTANT MAN."

DIRECTIONS: Have the pupils read the first sentence in each section. Then have them read the three numbered sentences and draw a line under the one that *means about the same* as the unnumbered one.

1. That is not a bike.
It has three wheels.
It is a tricycle.

3. Jerry will not ride on a horse.
He thinks a horse is too big.
He wants to ride on a pony.

2. You went to the circus and saw many animals.
I did not go to the circus but I saw many animals too.
I went to the zoo.

4. Mary's family live in a house.
Ted and his family do not live in a house.
They live in a building where many other families live.
They live in an apartment.

Underline the right words.

at can
hand
gate

on doll
bone
box

ate skates
bat
late

in fish
dime
stick

elf Pete
cent
tent

ice fire
swing
slide

Top: USE WITH WORD PERCEPTION LESSON 9 (the use of context clues).

Bottom: USE AFTER WORD PERCEPTION LESSON 43 (vowel sounds).

DIRECTIONS: The pupils underline the words in the list that have the same vowel sound as the word in bold type.

How red is the ball?
I thought and thought.
I know. It is as red as a _____.



sky

"I pulled off a button.
How green it is!
It is as green as _____," I thought.



sun

This box is full of marbles.
Blue marbles!
They are all as blue as the _____.



fire engine

A little yellow bird hopped off the fence.
It flew to a basket full of yellow flowers.
The bird and the flowers are as yellow as the _____.



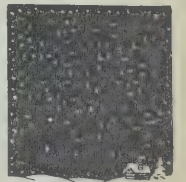
night

I looked into the hole.
"How black it is!" I thought.
"It is as black as the _____."



grass

Mary Jane had a new dress.
"How pretty you look today," said her teacher.
"Your dress is as white as the _____."



snow

USE AFTER READING "THE MOST WONDERFUL COLOR."

DIRECTIONS: Have the pupils read each section, look at the pictures, decide which one gives the best comparison, and complete the sentence by writing in the word.

1. I live on a farm. I don't live in the city. I don't live in a town. I live where there are many trees and open fields. There are not many houses. I live in the <u>country</u>.	3. The witch has a long nose. She has red eyes and brown teeth. Her hair isn't shiny. The witch isn't pretty. She is very <u>ugly</u>.
2. A cat, a dog, and a cow are tame animals. But bears and lions are <u>wild</u> animals.	4. That isn't Carol's dog. That is an old, old dog. Carol's dog is <u>young</u>. It's a puppy.

Could you ever see	Yes	No
a red truck?		
a green mule ride a wagon?		
a boy hum a tune?		
a duck make ice cubes?		
a huge elephant?		
a duck jump into a tub of water?		
a drum walk down the street?		
a cute toy in a store window?		
a bus with long red ears?		
dust on your desk at school?		

Top: USE WITH WORD PERCEPTION LESSON 10 (the use of context clues).
Bottom: USE AFTER WORD PERCEPTION LESSON 45 (visual-auditory perception of u).
DIRECTIONS: The pupils indicate their answers by placing a check mark in the "Yes" or "No" column.

It was early Saturday morning. Snow had been falling all night. Chris wanted to go sledding with his brother. He got all ready but couldn't find Martin.

"I wonder which way he went?" asked Chris. He went out to the road and looked both ways. "Oh, I see now," and he turned towards the park.

How did Chris know where to find Martin?

Chris whistled happily as he pulled his sleigh. Then he saw some new footprints in the snow with a smooth, wide track over them.

"Oh, good!" he said. "Fred is bringing his birthday present along. I hope he lets me have a ride with him."

What is Fred's birthday present?

Chris was only one block away from the park. Then he saw something different about the footprints made by Martin.

"Martin must have been in a big hurry to get to the hill. Look how far apart his tracks are."

What did Martin do when he got close to the hill?

USE AFTER READING "TRACKS IN THE SNOW."

DIRECTIONS: Have the pupils read each section and answer the question by writing a sentence.

1. The three bears lived in a little house in the woods. They lived in a cottage.

2. Trains! Cars! Planes!
Going here, going there.
Taking people to many places. There are many ways to travel.

3. Mrs. Black lives beside Tom. Her house is next to his. She is his neighbor.

4. Two little pigs didn't like to work. They wouldn't make their beds. They wouldn't clean the house. They just wouldn't do a thing. They were lazy.

5. A trunk is like a big box. We put our clothes in it. We take it with us when we travel. But we can't carry it. It's too heavy.

Bobby and Betsy Brown were talking about all the new snow outside.

"I'm so glad it snowed," said Bobby. "Now I can use my sled. I'll hike up the hill and slide down."

"I want to make a great big snowman!" Betsy cried. "I'll phone Jane. Her dad might drive her over."

"I don't think so," said Father slowly. "And I think you'll have to wait for your fun. I'd like you to help me clear the lane. I must get into town to sell the eggs."

"Aw-w-w . . .," Betsy began. "Well, let's get started then," Bobby said. "If we all help, we can play sooner."

Answer the questions.

1. What did Bobby want to do? _____

2. Why would Betsy phone Jane? _____

3. What did Father want help with? _____

4. What did Father have to do in town? _____

Top: USE WITH WORD PERCEPTION LESSON 11 (the use of context clues).

Bottom: USE AFTER WORD PERCEPTION LESSON 46 (review of vowels).

DIRECTIONS: The pupils read the paragraphs and answer the questions. The words needed for the answers are in the "story."

Underline the best answers.	
1. What can go up a hill?	a boy a tree a river a wagon
2. What can go down a hill?	a river a tree a dog a car
3. What can run after you?	your father your book your sister your dog
4. What can you put into a box?	a hat a horse a house a ball
5. What can you take with you to school?	a dog a pencil a book a bed the sky
6. What can be on a table?	a car a dish a flower a boy a spoon
7. If you tripped at the top of the stairs, you would fall	up the stairs down the stairs
8. If your mother asked you to clean your room, you would	put your toys into a box take your toys out of a box put your books on a shelf put your books on the floor
9. You could go	down the house up on a chair into the room after the dog into the hill with the chair away in a pan up in the sky
10. Which is the smallest?	a house a church a toy box

DIRECTIONS: The pupils read each question and underline the best answers. Remind them that there likely is more than one answer to each question.

1. How did the first robber get the goat?



2. Why didn't the peasant know the goat was gone?



3. Why did the peasant let the robber have the donkey?

The robber said he would hold the donkey.

The robber said he would take it to market.

The robber said he would ride the donkey.

4. What did the robber tell the peasant he had lost in the well?



5. What did the peasant do when the third robber told him about the gold?

The peasant gave his coat to the robber.

The peasant gave his gold to the robber.

The peasant climbed down into the well.

The peasant rode off on his horse.

6. What did the peasant have at the end of the story?



USE AFTER LISTENING LESSON 37.

DIRECTIONS: See *Teacher's Source Book*. Read each question to the pupils *once* only. The pupils underline the answer. For questions 3 and 5, read the answer choices also, as this is a *listening* exercise, *not* a test of reading.

Signs of Spring

After the long, long winter, everyone looks forward to the first sunny day. A warm wind blows, and the snow begins to melt.

At last spring is really on its way! Green grass and crocus flowers push through the ground. The pussywillow branches show their soft gray

fur. The ice that was so thick on the lake all winter begins to crack. Animals crawl out of their warm homes to look for food. They are still sleepy from their long winter nap. The sound of birds is heard overhead. It is spring now, and they have come back to build their nests.

Underline the words that tell about spring:

crocus flowers grow

leaves fall

ice melts

animals wake up

children swim

a warm wind blows

birds build nests

water turns into ice

flowers die

pussywillows come out

Write about something that you see in the spring.

USE BEFORE READING "LITTLE BEAR AND THE COMING OF SPRING."

DIRECTIONS: Have the pupils complete the page. Then discuss it orally, to prepare the background for reading the story.

1. Little Bear curled up and went back to sleep because
his mother told him that spring was not here yet.
he just liked to sleep all the time.
he was tired from playing all day.
2. Little Bear was not sure it was spring because
he stayed in the cave all the time.
he was just a baby bear.
he lived in the sky.
3. Mama Bear could tell that it was spring by looking at the stars
because
the stars were warm.
the little bear in the sky told her.
she had learned it from her mother.

Little Bear went out of the cave four times.

1. He thought it was spring because_____

2. He thought it was spring because_____

3. He thought it was spring because_____

4. He thought it was spring because_____

USE AFTER READING "LITTLE BEAR AND THE COMING OF SPRING."

DIRECTIONS: Top: The pupils underline the correct ending. Bottom: The pupils write (with the help of the reader) what made Little Bear think it was spring on each of the four occasions.

Tell what happened.

Little Bear ran past the pussywillows, past the lake, and into the woods to play. Suddenly he saw _____

Mother Bear started to follow Little Bear but she stopped at the lake. She saw _____

USE AFTER READING "LITTLE BEAR AND THE COMING OF SPRING."

DIRECTIONS: The pupils complete each incident in their own words. You may wish to discuss a few possible endings before asking the pupils to write.

One day, Mr. Muddle's cat Bessie lost the bell. What do you think she did?

1. She went to sleep in the sun.
2. She ran away before Mr. Muddle could catch her.
3. She hurt a little bird.

Mr. Muddle saw Bessie catch the little bird. He ran out and took the bird away. Then what do you think he did?

1. He made Bessie stay in the house all day.
2. He gave the bird to Bessie to eat.
3. He let the little bird fly away.

Jerry and Anne helped Mr. Muddle with the birds. One day both the bird bath and the feeding tray were empty. What do you think Jerry and Anne did?

1. They chased the birds away.
2. They put some seeds in the feeding tray.
3. They put water in the bird bath.

One day there was a storm. The wind blew down the bird house and the feeding tray. They were broken. What do you think Mr. Muddle did?

1. He said, "Now there will be no more birds."
2. He built a new bird house and feeding tray.
3. He put up the old bird house and feeding tray.

One day, Bessie saw a bird high in a tree. She thought that she could catch the bird. She climbed and climbed. But the bird flew away before Bessie could hurt it. Then Bessie was afraid to come down. She cried and cried and cried. What do you think Mr. Muddle did?

1. He said, "I'll let her stay up there."
2. He got his ladder from the garage.
3. He asked both Jerry and Anne to climb the tree.

USE AFTER READING "MR. MUDDLE AND THE BIRDS."

DIRECTIONS: Have the pupils underline the best prediction(s).

stout	someone funny in the circus _____
clown	not up but _____
round	someone who is fat _____
down	a kind of dog _____
hound	the shape of a ball _____

bow	a noise you hear _____
mouse	something that likes cheese _____
sound	something for a girl to put in her hair _____
cow	a place where people live _____
town	something on the farm _____

pout	a place to plant seeds _____
snow	something the wind does _____
ground	a look on your face _____
blows	a big black bird _____
crow	what we need for sleds _____

brown	something to dry your hands with _____
bow-wow	a color _____
towel	something for a queen _____
crown	what you do with a hammer _____
pound	the noise a dog makes _____

USE AFTER WORD PERCEPTION LESSON 49 (visual-auditory perception of the diphthongs *ou* and *ow*).
DIRECTIONS: The pupils print the correct word in each space.

What happened then?

Put the right numeral in the little box.

Billy washed his carrot. He took the leaves off. "I will show Mr. Brown," he said.		1. The seed did not grow.
Billy took his seed and started for home. He lost his seed on the sidewalk.		2. A carrot started to grow.
Billy planted another seed. This was a flower seed. He looked after it.		3. He gave the flower to his mother.
Billy got another seed just like the one Mr. Brown gave him. He planted it.		4. Billy went to Mr. Brown's house.
Billy ate the carrot. But he did not eat the flower. "Mother likes flowers," he thought.		5. Billy's dad put water on the garden.
The ground was very dry. The seeds could not grow. Billy's dad said he would do something to help the plants to grow.		6. A flower started to grow.
Billy wanted to plant some more seeds. But his mother and father said, "Summer is over. The seeds won't grow now."		7. Billy had to wait until the next spring to plant more seeds.

USE AFTER READING "BILLY'S FLOWER."

DIRECTIONS: The pupils read each incident in the left-hand column, then find, in the right-hand column, what likely happened next, and write its numeral in the small corner box.

Roy was up very early in the morning. He looked at his brother who was sound asleep.

"How can he sleep today?" Roy wondered.

Roy didn't make any noise as he dressed and ran to the kitchen. His mother was there already.

She pointed at Roy and said, "Happy Birthday to you! Eat your breakfast, and then you may open your presents."

Roy was so excited he could hardly eat his boiled egg and toast. But now it was time! He jumped with joy when he saw the coil of rope for his cowboy game. That was from his brother. His sister, Joyce, gave him a coin bank, and already it made a jingle. But the best present of all was a toy wagon from his mother. How he would enjoy riding down the street in that!

Answer these questions:

1. Why did Roy get up so early? _____

 2. Why was his brother not excited too? _____

 3. What presents did Roy's brother and sister give him? _____

 4. Why did the coin bank make a jingle? _____

 5. What was the best present? _____

- Why did Roy think it was best? _____

USE AFTER WORD PERCEPTION LESSON 50 (visual-auditory perception of the diphthongs *oi*, *oy*).

DIRECTIONS: The pupils read the selection and answer the questions in their own words.

Draw a line under each sentence that means the same.

First Jack got the boat ready to use.

1. Jack cleaned and painted the boat.
2. Jack put the boat in the water.
3. Jack dug the boat out of the sand.

The big boat was flying through the water.

1. The big boat had wings.
2. The big boat was coming very, very quickly.
3. The big boat was on an airplane.

Jack was off like the wind.

1. The wind was pushing Jack.
2. Jack liked to play in the wind.
3. Jack ran as fast as he could.

Boats that go to sea must not come home empty.

1. A boat that goes out sailing should catch some fish.
2. The boat should not sail away without Jack.
3. Jack's boat was found by the fishing boat.

Join the two parts.

Jack had to dig and dig
because •

- there was a string on it.

The boat was ready to use
because •

- he wanted to show her what he had.

The boat didn't get away at first
because •

- the boat was deep in the sand.

Jack ran to Mother
because •

- it had new sails.

USE AFTER READING "LITTLE BOAT."

DIRECTIONS: In part one, the pupils read the unnumbered sentence and then the three numbered sentences. They draw a line under the one that means about the same as the unnumbered one. In part two, the pupils must join the dots beside the parts of the sentence that will show the cause-effect relationship.

1. Cars and trucks go fast, but a jet goes fastest.
2. Winter is hotter than summer.
3. A cat is bigger than a cow.
4. Snow and ice are cold, but water is coldest.
5. A baby is smaller than a man.
6. I am older than my mother.
7. A clown is funnier than a policeman.
8. A mouse is as big as a squirrel.
9. I can run fast, but a horse can run faster.
10. A man is taller than a house.
11. John won the race. He is the fastest runner in the class.
12. The elephant is the biggest animal in the zoo.
13. You are always sadder on Sunday.
14. Candy sticks are hard, but an orange is harder.
15. A pencil is thinner than a needle.

Yes

No

USE AFTER WORD PERCEPTION LESSON 64 (suffixes: *er*, *est* of comparison).

DIRECTIONS: The pupils read each sentence and put a check mark in the appropriate column "Yes" or "No."

Draw the kite that Father gave Barbie.

It was a fine, bright, windy day. There were trees on the hill. Draw a picture to show what you see.

Draw the kite that Father gave Steve.

The wind blew harder and harder. It was blowing a big, black cloud over to the hill. It blew the kites much harder. Draw what you see.

Draw the kite that Father gave Little Sam.

USE AFTER READING "WHO HAS SEEN THE WIND?"

DIRECTIONS: The pupils draw the pictures as indicated.

What am I?			
house	wagon	cheese	bird
wheel	tooth	beet	moon
sheet	seed	broom	sheep
bee	boot	weed	root
I am little. If you make me angry, you will feel my sting. I like the flowers. I am a _____.		You see me on cars, on trucks, and on trains. You need me on trikes, and also on bikes. I am a _____.	
I am white and hard. You need me for eating. You have many like me inside your mouth. I am a _____.		I have a home in a tree. I say, "Cheep, cheep." I need my mother to feed me. I am a _____.	
You keep me on your bed. You sleep on me. I am white or green or blue or pink. I am a _____.		I am used to keep your house clean inside. Mother sweeps with me. I am a _____.	
I am small and brown. You put me in the ground. You put water on me. I will grow into a tree. I am a _____.		Families live inside my roof and walls. I have many rooms. I keep everyone warm and safe. I am a _____.	
You see me in the sky. I shine at night. Sometimes you can see just a little of me. Sometimes I am round. I am the _____.		I live on a farm. The farmer feeds me. I need a warm, woolly coat in the winter. I am a _____.	

USE AFTER WORD PERCEPTION LESSON 51 (visual-auditory perception of the vowel combinations oo, ee).
DIRECTIONS: The pupils read the riddle and print in the blank the correct answer chosen from the words at the top of the page.

The bat told all the animals about the new blue Sunday hat. She told them that the cat had made it.

The animals went to see the cat, and asked her to make hats for them. Each animal wanted a different kind.

"My hat must be yellow," said Mrs. Cow.

"I want four red flowers on mine," said Mrs. Pig.

"I will have one that won't blow off," said Mrs. Horse.

"I want one the same color as the bat's," said Mrs. Hen.

"I want a wee little hat," said Mrs. Sheep.

"Mine must be the best one," said Mrs. Dog.

Make the hats the animals want.



USE AFTER READING "THE CAT'S BLUE SUNDAY HAT."

DIRECTIONS: The pupils draw the hats that they envision on each animal.

After each sentence draw a line to the right word.

It is up in the sky.	feet
You put shoes on them.	hook
Mother's thread is on this.	stool
You catch fish with it.	moon
It is a black bug.	spool
You sit on it.	beetle

Mother uses it to pull the thread.	school
Cookies taste like this.	needle
A mouse likes to eat it.	peep
There are many children here.	noon
A baby bird says this.	cheese
This is the time for lunch.	good

You read this at school.	boots
This is what we eat.	shoot
This is the skin of an orange.	cookies
Mother bakes them or buys them in the store.	book
A gun is used to do this.	peel
We need two of these.	food

These are in a house.	foot
You do this every night.	rooms
You put a boot on it.	street
I live on a farm and give you wool.	cheeks
They turn red when it is cold.	sleep
This is a road in a city.	sheep

USE AFTER WORD PERCEPTION LESSON 52 (vowel combinations oo, ee).

DIRECTIONS: In each box the pupils read each sentence and draw a line to the appropriate word. The first one has been completed for them.

Make a cross after the sentences that could be true.

Once there lived a very small chicken. _____

Once a rose leaf fell on a chicken. _____

Once some sky fell on a chicken. _____

A chicken ran until she met a hen. _____

Once a chicken heard the sky fall. _____

Once a chicken ran until she saw the king. _____

"How do you know that?" asked the hen. _____

The chicken didn't come out of the fox's den. _____

Write a sentence that tells the main idea.

Chicken-Little ran until she came to Foxy-Loxy.

"Follow me," said Foxy-Loxy.

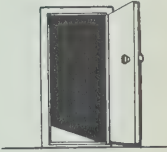
"I want to stay here until Henny-Penny comes," said Chicken-Little. "You go on. I will come soon."

Foxy-Loxy went on, and Chicken-Little ran and ran until she was safe at home.

USE AFTER READING "CHICKEN-LITTLE."

DIRECTIONS: In the top part of the page the pupils are to read each statement and then place a cross on the line following those that are factual statements. In the bottom half of the page, they are to read the paragraph and, on the lines provided, write a sentence that tells the main idea.

door	sail	pop	brush	pussy	
shoes	way	mail	air	snow	book

			
story_____	_____corn	_____bell	_____willow
			
_____boat	tooth_____	_____shoe	_____plane
			
_____man	over_____	high_____	_____way

Make compound words using these words:

snow

any

thing

over

_____ball	_____thing	some_____	_____one
any_____	_____shoe	_____man	_____coat
_____head	_____where	every_____	_____shoe
_____fall	_____pass	_____storm	_____way

USE AFTER WORD PERCEPTION LESSON 65 (compound words).

DIRECTIONS: In the first section, the pupils look at the picture and form the compound word by choosing the missing word from those listed above and printing it in the blank. In the second section, compound words are formed by using the words at the top of the section to complete the words in the columns. Check the page orally and be sure that the pupils understand all the compound words.

When did it happen?

1. When Little Rabbit was always wishing.
2. While Little Rabbit had his red wings.
3. After Little Rabbit lost his red wings.

Put the right numeral on each line.

Little Rabbit tried to fly. _____

Puddle Duck did not know him. _____

Mother Rabbit chased Little Rabbit away. _____

Ground Hog told Little Rabbit how to make a wish come true. _____

Little Rabbit ran home, and his mother knew who it was. _____

Little Rabbit said, "I wish I had a back full of quills." _____

Little Rabbit was tired, but had no place to go to bed. _____

Little Rabbit was happy again. _____

Mother Rabbit was sad because of all his wishing. _____

Little Rabbit slept on Ground Hog's hard, bumpy bed. _____

Never again did Little Rabbit wish to be like someone else. _____

Little Rabbit went to the pond again. _____

Little Rabbit wanted to have a tail like Gray Squirrel's. _____

Little Rabbit wished that he could be himself again. _____

USE AFTER READING "THE LITTLE RABBIT WHO WANTED RED WINGS."

DIRECTIONS: Discuss the three time periods. Direct the pupils to read each sentence, decide in which time period the action occurred, and write the corresponding numeral on the line.

Write the correct word under the picture.

chick
chair
chain



shark
ship
shoe



thumb
thin
thorn



whale
wheel
whip



Finish each sentence by using a word that rhymes with the one at the end.

The word you write must begin with ch, sh, th, or wh.

1. She is getting very _____. (chin)
2. _____ did the other animals go? (there)
3. You must _____ your shoes. (thine)
4. _____ did Ellen stop coming? (shy)
5. We went across the ocean in a _____. (chip)
6. Mother will _____ for the meat. (chop)

USE AFTER WORD PERCEPTION LESSON 53 (review *ch*, *sh*, *th*, *wh*).

DIRECTIONS: Discuss the directions with the pupils.

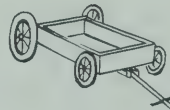
1. Why did Bill and Lucy have to play on the street?

because there were many children.
because they had no garden to play in.
because they lived in the city.

2. What surprise did Father bring home?



3. Mark four things the children put in the trunks.



4. Number the sentences in the right order.

- ___ Mother said, "Go and wash."
- ___ School was out.
- ___ Lucy and Bill took off their school clothes.
- ___ Bill and Lucy said good-bye to their friends.

5. Why did Lucy put her good dress into the trunk?

She didn't want to wear it.
Her mother told her to.
She thought she'd forgotten to pack it.

6. What did the man do with the trunks?



7. What did Father bring back from their friends?



8. Why did Father say, "You have very good friends"?

The friends said good-bye.
The friends could go with Bill and Lucy.
The friends gave Bill and Lucy some clothes to wear.

USE AFTER LISTENING LESSON 49.

DIRECTIONS: See *Teacher's Source Book*, Listening Lesson 49.

Read each sentence. If the sentence tells something that happened in the story “The Three Billy-Goats Gruff,” write “Yes” on the line. If it tells something that did not happen in the story, write “No.”

	Yes or No
1. A great ugly Troll lived under the bridge.	
2. The three Billy-Goats did not need to use the bridge.	
3. The smallest Billy-Goat was going to the hill to eat.	
4. The Troll ate the smallest Billy-Goat up.	
5. The second Billy-Goat spoke in a smaller voice than the smallest Billy-Goat.	
6. The first and second Billy-Goats were afraid of the Troll.	
7. The second Billy-Goat told the Troll to wait for big Billy-Goat.	
8. The big Billy-Goat had a big voice.	
9. The big Billy-Goat was afraid of the Troll.	
10. The big Billy-Goat crushed the Troll to bits and bones.	
11. The three Billy-Goats Gruff did not get fat.	
12. The three Billy-Goats met the Troll again on their way home.	

USE AFTER READING “THE THREE BILLY-GOATS GRUFF.”
DIRECTIONS: Discuss the directions with the pupils.

Teeny-Tiny

Once upon a time there was a teeny-tiny woman who lived in a teeny-tiny house in a teeny-tiny town. Now, one day this teeny-tiny woman put on her teeny-tiny bonnet and went out of her teeny-tiny house to take a teeny-tiny walk. And when this teeny-tiny woman had gone a teeny-tiny way, she came to a teeny-tiny gate; so the teeny-tiny woman opened the teeny-tiny gate and went into a teeny-tiny yard. There she saw a teeny-tiny bone on a teeny-tiny stone, and the teeny-tiny woman said to her teeny-tiny self, "This teeny-tiny bone will make me some teeny-tiny soup for my teeny-tiny supper." Quickly the teeny-tiny woman put the teeny-tiny bone into her teeny-tiny pocket and went home to her teeny-tiny house.

Now when the teeny-tiny woman got home to her teeny-tiny house, she was a teeny-tiny bit tired; so she went up her teeny-tiny stairs and put the teeny-tiny bone into a teeny-tiny cupboard.

Then she got into her teeny-tiny bed. And when this teeny-tiny woman had been to sleep a teeny-tiny time, she heard a teeny-tiny voice which said,

"GIVE ME MY BONE!"

And this teeny-tiny woman was a teeny-tiny frightened; so she hid her teeny-tiny head under the teeny-tiny clothes and went to sleep again. But, the teeny-tiny voice again cried out from the teeny-tiny cupboard a teeny-tiny louder,

"GIVE ME MY BONE!"

This made the teeny-tiny woman a teeny-tiny more frightened; so she hid her teeny-tiny head a teeny-tiny farther under the teeny-tiny clothes. But once again the teeny-tiny voice from the teeny-tiny cupboard said a teeny-tiny louder,

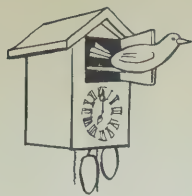
"GIVE ME MY BONE!"

And so the teeny-tiny woman put her teeny-tiny head out of the teeny-tiny clothes, and said in her very loudest teeny-tiny voice,

"TAKE IT!"

USE AFTER WORD PERCEPTION LESSON 54 (review of the vowels).

DIRECTIONS: The pupils read the story and then draw a series of pictures to illustrate it; OR: The pupils continue the story by writing, in the same style, what happened to the "teeny-tiny bone."



Put an X under the right picture.



- | | | |
|-------|---|-------|
| _____ | I always sing every hour. | _____ |
| _____ | I sing whenever I want to. | _____ |
| _____ | I have to be careful that the cat doesn't catch me. | _____ |
| _____ | I sing every day. | _____ |
| _____ | I always like my work. | _____ |
| _____ | I'm glad I live in a clock. | _____ |
| _____ | I'm glad I don't live in a house. | _____ |
| _____ | I'm always safe from the cat. | _____ |
| _____ | It's fun to live in the woods. | _____ |
| _____ | Sometimes I get wet. | _____ |

I live in a clock.
I sing "coo-coo" every hour.
The woodcutter needs my help.
I am (contented, discontented).

I live in the woods.
I sing when I want to.
Every day I fly about.
I am (contented, discontented).

I'm tired of saying "coo-coo" every hour.
I'd like to fly in the woods.
I always have to stay here.
I am (contented, discontented).

I live in the woods.
The cat tries to catch me.
It rains on me.
I get wet and cold.
I am (contented, discontented).

USE AFTER READING "THE CONTENTED CUCKOO."

DIRECTIONS: Discuss the two pictures at the top of the page — the mechanical bird and the real one. For each sentence in the first part, have the pupils put an X on the line under the picture of the cuckoo that could have made the statement. In the second part, have the pupils read each paragraph and cross out the unnecessary word in the last sentence.

Can you answer the riddles?

Write your answer on the lines.

I am a bird. I am black. All summer you can see and hear me. I say "Caw! caw! caw!"

I am funny. I dress in funny clothes and do funny tricks. You can see me in a circus.

You see me in the sky. I can be white or black, but when I'm black, I bring you rain and snow.

You can see me only in storybooks. I am like a big, big snake. I spit fire and eat people up.

I am a little animal. I am black with white stripes and I have a lovely big, fluffy tail. Animals and people don't like my smell.

I am little and black. I fly around in the house and crawl on your food. Your mother doesn't like me and tries to swat me.

I have many cars and an engine. Sometimes I carry people. Sometimes I take oil and cattle and cars from city to city.

I have a face and two hands. There are numerals on my face. I help you to tell the time.

Your mother can make me or buy me in a store. I'm made from wheat. I come in a loaf. You like to eat me.

I have many steps. Some children use me to get up to their bedrooms. You can walk down my steps, too.

USE AFTER WORD PERCEPTION LESSON 55 (review consonant blends).

DIRECTIONS: The pupils write the answers on the lines. Tell them to try to spell the words without help. As you check the page with the pupils, write the answers on the chalkboard. Watch particularly for the pupils who did not write the beginning blends correctly.

Put 1, 2, or 3 in each box.

1. Baby Bear likes it.
2. A little boy likes it.
3. A little boy and Baby Bear like it.

- ☐ Their mothers put honey on the porridge.
- ☐ Father says, "Storytime!"
- ☐ His father reads a story called "The Three Bears."
- ☐ His father reads a story called "The Three People."
- ☐ Their mothers give them ripe, red berries for breakfast.
- ☐ His mother makes porridge of roots and grass.
- ☐ A baby bear comes to visit.
- ☐ Their fathers read a funny bedtime story.
- ☐ A big boy comes to play.

Tell what your mother needs to make porridge.

Tell what Brownie Bear's mother needs to make porridge.

USE AFTER READING "BABY BEAR'S BEDTIME STORY."

DIRECTIONS: Have the pupils read the key sentences and note the number of each. Next they read the following sentences and, in the box, write the number of the appropriate key sentence. The pupils complete the last two exercises in their own words. Sentences are not necessary.

Cottontail and Hippyty played Follow the Leader. Cottontail couldn't jump as far or as high as Hippyty. He tried, but he just couldn't keep up with him.

Cottontail found keeping up with Hippyty _____
easy hard funny

Cottontail went home to his mother. When she saw him she said, "Where have you been, Cottontail? What have you been doing?"

Cottontail looked _____
wet happy sleepy

Hippyty jumped over a stream. When Cottontail jumped too, he fell into the stream. When he got out, he was wet.

When Cottontail couldn't jump as far, he was _____
surprised happy sad

Then Mother Rabbit started to laugh. She told him why he couldn't jump as well as Hippyty. It was because Hippyty was a kangaroo.

Cottontail was _____
surprised sad mad

Who can do this? In the blank beside the sentence, write "C" if Cottontail can do it, and "H" if Hippyty can do it.

1. I can jump over bushes and trees. _____
2. I can crawl into a small hole. _____
3. I hop into my mother's pouch when I am small. _____
4. I can jump across a stream. _____
5. I use my long tail to help me balance when I jump. _____
6. I change my fur to snowy white in the winter. _____

USE AFTER READING "FOLLOW THE LEADER."

DIRECTIONS: The pupils read each paragraph and underline the most suitable word to complete the last sentence. Discuss with the pupils the directions for the second part of the page.

Underline the words that answer the question.

1. Cottontail and Hipperty had fun, <u>hopping here and there</u>. How did they have fun?	6. Cottontail fell again. Right into the water he fell. Where did Cottontail fall?
2. Do what I do when you play this game. How do you play this game?	7. Cottontail stopped playing and went home. Where did Cottontail go?
3. Hipperty jumped over some low trees. Where did Hipperty jump?	8. Mother Rabbit laughed and laughed. What did Mother Rabbit do?
4. Right on top of the trees fell Cottontail. Where did Cottontail fall?	9. Hipperty jumped like a kangaroo. How did Hipperty jump?
5. Hipperty was going like the wind. How was Hipperty going?	10. Cottontail still felt very friendly to Hipperty. How did Cottontail feel?

Where ●

• into the water

• friendly

• like the wind

How ●

• in the morning

• as soon as

• on top of the trees

When ●

• like a kangaroo

USE AFTER READING "FOLLOW THE LEADER."

DIRECTIONS: Have the pupils read each sentence and its accompanying question. Then they are to *underline the words in the sentence* that answer the question. The first one has been done as a sample. In the last exercise, the pupils join the phrases to the appropriate word.

Jack and Jill went up the hill
To get a pail of water;
Jack fell down and broke
his crown,
And Jill came tumbling
after.

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey;
Along came a spider,
And sat down beside her,
And frightened Miss Muffet
away.

There was an old woman
Who lived in a shoe.
She had so many children
She didn't know what to do.
She gave them some broth
Without any bread,
She spanked them all
soundly
And sent them to bed.

1. Can you make a cake?
First you mix it.
Then you put it in a pan.
Then you bake it.

What do you do next?

2. Ron is going to school.
He walks down the hill.
Then he walks by a big
store.
He walks by a white
house.
Next he walks by a green
house.

Then he comes to the
school.

3. Look at our funny
snowman.
First we made two big
snowballs.
Then we made a little
snowball.
That was the snowman's
head.
We made a face for him.
We put a hat on his head.
We got two sticks for his
arms.

We called our snowman
"Joel!"

first



next



last



first



next



last



What did Kim do last?



He went to the store.

He took the bread home.

He got some bread.

What was last?



The school bus came.

Mike went into the school.

Mike got on the bus.

What did the man do first?



He put up his tent.

He went fishing.

He came to the lake.

What was first?



Jill said, "Here they are."

Jill said, "I can't find my mitts."

Mother said, "Did you look in your room?"

USE AFTER INTERPRETATION LESSON 2 (recognizing relationships—sequence).

DIRECTIONS: With the pupils, do the first example on the chalkboard to establish recognition of *first*, *next*, *last*. Have the pupils do the next exercise in the same way. For the rest of the page, direct the pupils to read the question, then read the sentences with the help of the pictures, and underline the sentence that answers the question.

1. Susan was just a little girl.

She wanted to go to school with Bob.

But she was too little.

She wanted to go to work with her father.

But she was too little.

She wanted to cook dinner for the family.

But she was too little.

"Someday I will be big," she said. "Then I will go to school like Bob, and go to work like Father, and cook dinner like Mother."

2. Susan wanted to be big.

"You don't have to be big to help," said her mother. "You can help me get dinner."

"Good," said Susan. "I will make a cake."

"Oh, no!" said her mother. "You are too little to make a cake! But you can get a pan for my cake."

Susan did.

"Now I will peel the potatoes," she said.

"Oh, no!" said her mother. "You are too little to peel potatoes. But you can get them for me to peel."

Susan did.

"Now I will set the table," said Susan.

"Yes," said her mother. "I will get you what you need."

And she did.

1. Tom wanted a pet. He said,
"It can't be a big dog.
Jim has a big dog.
It can't be a little cat.
Nick has a little cat.
It can't be a noisy pet.
Bill has a noisy bird.
I want a little, little pet
that doesn't make a
sound."

2. Tomorrow will be Penny's birthday. A parcel came for her today, but she can't open it until the morning. She looked and looked at it. She felt it. She shook it. She showed it to her father and mother. She showed it to Tom and to Jill. She shook it again. And she wished tomorrow would come.

3. Ricky looked up the street and he looked down the street. He skipped into the house. He sat down. He jumped up and looked out the window. He looked at the clock. He went to the door and stood where he could see the street. He looked up the street. He looked down the street.

ON MY OWN

Jane has a pretty bird. It is blue and green. Its name is Pete. Jane talks to her bird every day. And Pete talks to her!

The bird says, "Pete likes Jane. Pete likes Jane. Pretty Jane. Pretty Pete."

Jane has a good pet.

Underline the title you like.

Jane's Pet

The Talking Bird

Pete

Write the title on the line.

INTERPRETATION LESSON 4: Understanding the Main Idea.

On My Own: The exercises appearing under the heading On My Own are to be completed by the pupils working independently and following the instructions given to them in the exercises. The teacher should make certain, however, that the pupils understand in each case what they are to do.

1

It was a winter day. Snow was falling. Bob didn't go out to play. It was too cold. There was too much snow.

The main idea is:

1. Winter is fun.
2. It was a cold, snowy day.
3. Snow is cold.

2

Bob saw a little brown bird. "It's looking for food," said his mother. "Give it some bread. It can't find food in the snow."

Bob put some bread out. The little bird ate it up.

The main idea is:

1. Bob gave a little bird some bread.
2. The little bird was cold.
3. The little bird was brown.

3

"Today I saw a little brown bird," Bob said to his dad. "It was cold and hungry. It was looking for food. I put some bread out. The bird ate it."

The main idea is:

1. Bob's dad came home.
2. Bob fed the bird.
3. Bob told his dad about the bird.

4

"Some birds can't find food in winter," said his dad. "Let's make a box. You can put food in it. We will put it out for your little bird. Let's do it now."

And they did.

The main idea is:

1. Bob likes birds.
2. Bob and his dad made a box and put food in it.
3. Bob and his dad like winter.

A good title for this story is:

1. Feeding a Bird 2. A Winter Day 3. A Brown Bird

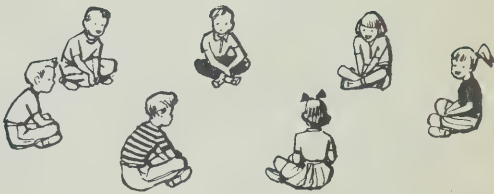
USE AFTER INTERPRETATION LESSON 4 (understanding the main idea).

DIRECTIONS: Direct the pupils to read each section and underline the sentence that states the main idea. In order to choose a title, they will have to think of all four sections as one story. Have the pupils underline the title they select.

1. "Let's make a snowman," said Ben.	4. At school we work and play.
2. "Where did I put my hat?" asked the rabbit. "I can't find my hat!"	5. Joe's bike went very fast. It went faster than cars. It went faster than trains. And it could fly like an airplane!
3. "I want a bike," said Joe. "I'll ask Dad to get me one."	6. A policeman has a blue uniform.

ON MY OWN

We're having fun.
We're telling make-believe stories.
Can you find what we said?



1. It's fun to live in my house. It's all made of candy.	6. The apple got bigger and bigger. Bigger than my ball; bigger than my hand; bigger than my house.
2. I jumped into my car and went up, up into the sky.	7. My new doll is so pretty!
3. I ran all the way to school.	8. A little green rabbit came hopping out his door.
4. Snow fell. It was white and soft and deep. We made a snowman.	9. We were playing with my pet rabbit.
5. A funny little elf comes to play with me.	

INTERPRETATION LESSON 6: Critical Reading — distinguishing fact and fancy.
DIRECTIONS: Use the top part of the page in the lesson. Use the bottom part as an independent exercise. Read the first three sentences with the pupils. Then discuss the first example. Is it true or make-believe? The pupils underline it because it is fanciful. Have them underline all the other examples that are make-believe.

1. "Look at this!
Grandmother sent it.
It's pretty and it's funny.
See Jack and Jill!
Jack fell down.
That isn't funny.
See Jack jump.
That is funny.
And Little Boy Blue is
funny.
He went to sleep.
Look at Little Bo-Peep.
She's pretty.
So is Mary, Mary with
her garden."

2. "I like a band, a big
band!
And a clown!
He has a red and yellow
hat.
He has big, big feet.
I see cars too.
They aren't going fast.
They are following the
band.
Here come two clowns.
A big one with a blue hat.
A little one with a green
hat.
The little one has yellow
balloons.
The big one has a drum."

3. "See what I have.
It's just what I wanted.
It's a little, little pet.
It doesn't make a sound.
It swims in the water.
It walks on my hand.
It can't walk very fast.
Look at its four little feet.
Little black feet.
Little black feet that take
little steps on my hand."

ON MY OWN

1. Circle the names of the boys and girls that were in Penny's book.
2. Underline the words that tell what Little Boy Blue did.
3. Underline the words that tell the colors of the clowns' hats.
4. How many clowns were there?
5. Underline the words that tell which clown had the balloons.
6. Underline the words that tell two things Tom's pet can do.

INTERPRETATION LESSON 7: Noting Details.

On My Own: The pupils are to underline or circle the words in the paragraphs on this page.



It was winter in the woods.
Snow fell down, down, down.
Snow was everywhere.

A bluejay sat on a tree.
It had a nut.
It went every day to Bob's house.
Bob fed it.

A red squirrel wanted a nut too.
It didn't go to Bob's home.
It had to dig in the snow for the nut.

A white rabbit went hop, hop, hop, down the hill.
It wanted to get home.
Its home was down by the lake.
It hid in its little home.
It hid from the fox.

The red fox was looking for the rabbit.
It didn't see the white rabbit on the white snow.
It did see the rabbit's tracks.
But now the white rabbit is home.
The fox can't get it there.



The red squirrel had to dig for nuts.
The red fox saw the white rabbit's tracks.
Bob fed nuts to the squirrel.



The rabbit's home was up on the hill.
The black squirrel hid nuts for winter.

The rabbit hid from the fox.
The bluejay sat on Bob's house.
The bluejay had a nut.

The fox had a home by the lake.



USE AFTER INTERPRETATION LESSON 8 (noting details).

DIRECTIONS: The pupils are to read the selection and then underline the sentences that are right.

A Magic Morning

It was a magic morning for Peter Paul. The airport car hummed. Peter Paul looked at the road.

"It's a runway!" said Peter Paul. "I have wings. I am a jet. I can fly."

Into the airport went the car.

"What a busy place!" said Peter Paul. Fat men, thin men, tall men, short men! All were on the go!

Mothers with babies and mothers with no babies. All on the go.

Little girls, big girls, small boys, tall boys. All on the go.

Peter Paul went to see the runways. There it was – the

jet – long, thin, fast!

"My jet," said Peter Paul. "Gate Ten."

Up the steps to the jet went Peter Paul. Up, up, up, and in!

Whish! went the steps and the door.

Click, click, click! went the seat belts.

Whoosh! went the jets! Whoosh! Whoosh! Whoosh!

And away went the plane down the runway. Fast, fast, fast!

Faster, faster, faster!

Then up it went. Up, up, up, into the sky.

"Oooh," said Peter Paul, "now I really am flying."

ON MY OWN

Circle the words that name

1. things you can hear.

dog	window	wind	airplane	pencil
table	teacher	snow	car	sky

2. things you can see.

man	stars	talk	sun	hum
wind	bird	morning	fast	jet

3. things you can smell.

bell	apple	rain	book	pen
fish	bed	coffee	pig	flowers

INTERPRETATION LESSON 9: Forming Sensory Impressions — visual, auditory.

On My Own: Be sure the pupils understand what they are to do.



sky



flowers



road



bird



chipmunk



rock

What a lovely day it was! The sun was shining and the sky was blue. The children went for a walk. They saw some flowers by the side of the road. They heard a bird singing in a tree. They saw a chipmunk sitting on a rock. Everything liked the sun.

ON MY OWN

Write the answers.

1. What did the children see?

2. What did they hear?

3. What was the chipmunk doing?

Why?

1. Mother called, and Jenny
sat up in her bed.
It didn't look like morning.
Black clouds hid the sun.
Big raindrops splashed at
Jenny's window.
A little brown bird sat on
a branch.
His head was under his
wing.
He looked wet and cold.
Cars and buses splashed
down the street.
They looked wet and cold
too.
There was no one on the
sidewalk.
"I don't like this day," said
Jenny.
"I don't like the rain and
the cold.
I wish tomorrow would
come."

2. What a wonderful fair!
The boys had never had
such a day.
Things to see!
Things to do!
Things to eat!
Hot dogs and popcorn!
Popsicles and peanuts!
Races and games!
Even a merry-go-round!
And people, people,
people.
Big and little, young and
old.
Going here, going there!
All having a good time.

- a) Bob ran all the way home to tell his mother the good news.
- b) I have wondered and wondered what is in the box.
- c) My new balloon is broken.
- d) Everyone in town was at the circus.
- e) The little lost boy cried and cried.
- f) Jane just knew something exciting was going to happen.

1. The sky is blue;
The grass is green;
It's the prettiest day
I've ever seen.
The flowers are gay;
Sweet is the air.
I think today
I'll meet a fair___y!

2. Tim was reading his new book. It was a beautiful book. He put it down and went away.

His little sister saw the book. "I like, I like," she said.

She took the beautiful new book. She made big pictures on it with her crayons. "Pretty, pretty," she said.

Poor Tim!

3. Betty couldn't find her doll.
"Where is my dear little doll?" she said.

She looked and looked. She went outside. Then she saw it! Two boys had her doll.

One said, "I'll take off this arm."

Then the big boy said, "I'll take off the head. Dolls are so silly."

Betty cried, "No, no, no! That's my doll! Oh, my doll! my doll!"

The big boy laughed. "Dolls are silly," he said. "Who wants an old doll?"

ON MY OWN

How do you feel? **Circle the right words.**

You have on a pretty hat. You have on a new dress.
Oh! It has started to rain. You'll get your pretty hat
and dress all wet.

unhappy

angry

afraid

You have a new baby at your house. He is your
new brother. You are going to help look after him.
You can take him for a walk. You can sing to him.

glad

unhappy

sad

happy

INTERPRETATION LESSON 13: Sensing Emotional Reactions. (The paragraphs numbered 1, 2, 3 are to be used in the lesson. The remainder of the page is an independent exercise.)

On My Own: Have the pupils circle the words in the column at the right that tell how they might feel in that situation.

1. Tommy had some candy to take to school. It was hard, round, white peppermint candy. The bell rang, and Tommy had to run. He popped a peppermint into his mouth.

He ran into the school. He had to get rid of that candy fast!

But the peppermint candy wouldn't go down!

Tommy began to feel funny. His face got red and he couldn't talk.

He went to the teacher and opened his mouth.

"Well!" the teacher said.

She took Tommy and turned him upside down. She held him by his feet. She spanked his back very hard.

The other children laughed and laughed. But Tommy didn't laugh. Then the hard, round, white peppermint candy fell out of his mouth.

Tommy laughed. He said, "Thank you for spanking me."

2. Dinah rushed into the house. Her dress was wet. Her face and hands and feet and hair were wet. She was muddy, too.

"Oh, Dinah!" Mother said.

"I know," Dinah said. "You told me not to. But I guess I'm too little to have sense."

Just then Mark came in. He was bigger than Dinah. But he was wet. His face and hands and feet and hair were wet, wet, wet! He was muddy, too.

"Oh, Mark!" Mother said.

"I know," Mark said. "You told me not to."

Dinah said, "You're a big boy! I thought big boys had sense!"

Just then Dick came in. He was a very big boy. But he was wet too. "I know, Mother," he said. "I did what you told me not to. I don't think I've got very good sense."

Mother looked at them. "I think I'll put all three of you in the washing machine!" she said.

The New Girl

1. A new family came to live on Bay Street. Susan and Joe looked at the new children.

"I want the girl to play with me," said Susan. "But I don't want to ask her because I don't know her yet."

"That doesn't matter. Ask her anyway," said Joe.

Joe asked the new girl to play.

Mother called the children.

Susan asked the new girl to play.

3. "The new girl helps her mother," said Susan. "Maybe my mother needs help too."

"Mother, can I help you?" asked Susan.

"How nice, Susan," said Mother. "I do need help. The baby is crying."

Susan went out to play.

Susan played with Baby.

Susan played with a friend.

2. "Hello," called Susan. "Can you play with me?"

"I don't know," said the girl. "But I'd like to. I'll ask my mother."

When she came back, she said, "I'm sorry, I must help Mother. Then I'll play with you."

The new girl went to help her mother.

Susan went to help her mother.

Susan went to help the new girl.

4. Soon Baby was happy again.

"Thank you, Susan," said Mother. "You're a big help. I'll look after the baby now. You may run and play."

Just then Susan saw the new girl at the door.

Susan went out to play with the new girl.

Susan went out to play with Baby.

Susan went out to play with Joe.

1. Mary Ann was angry.
 She wanted cake.
 She wanted one, two, three, four, five, six, seven pieces of cake.
 Mother said, "No, dear. That rich cake is not for such very little girls."
 So Mary Ann began to cry.
 "I'll cry and cry and cry and cry," Mary Ann said to herself. "Then I'll get what I want."
 But Mother just said, "Come here, dear. This little room is a crying room. Go in there and cry and cry and cry. That's what a crying room is for!"

What do you think happened then?

2. Johnnie's mother wanted him to go to the store. She wanted some bread and some milk.

Johnnie said, "Can I get an ice-cream cone?"

Mother said, "No, you spent all your own money for candy. Here is some money to pay for the bread and milk. You will get some change. Be sure to bring it all back."

At the store, Johnnie saw a little toy airplane.

"I wish I could have that airplane," he said.

What do you think he did?

Jennie lived with her auntie beside a long hill. One day the snow came. All the children went to the hill with their sleds. They had red sleds and blue sleds and yellow sleds.

"Oh, I do want a sled," Jennie said. "I want a red sled, Auntie, I do, I do."

"Yes, of course you want a sled," Auntie said. "You are six years old. You should have a sled. But I have no money for a sled."

Then she laughed. "But I have this big old dishpan. I have a warm red blanket. Come along, Jennie!"

What do you think she did?
Can you write the answer?

One day a big wind came. "Whoo - ooo - ooo," it said. "Whoo - ooo - ooo!"

Jimmy saw the trees bend. He saw the dark sky.

He said, "I'm not frightened, you big old wind! I'm not frightened at all."

Just then he saw a tiny little fire in the woods. The big wind saw the fire too.

"Whoo-ooo-ooo-OOO!" said the wind. "I like a little fire. I'll help that fire get bigger and Bigger and BIGGER!"

Jimmy said, "Now I am frightened!"

He ran and got his father. What do you think happened then?

Can you write the answer?

I run because I'm peppy
And sing because I'm glad.
I pout when I feel grumpy
And cry when I am sad.

I laugh when I feel happy
And smile because I'm gay.
Because I have so many
friends,
I often feel this way.

Because I love my kitten,
I snuggle close to her,
And pat her very gently,
And listen to her purr.

When I hear Daddy coming,
I always run and hide,
Because I know he'll look
for me
As soon as he's inside.

ON MY OWN

Join the right ending to each sentence beginning.

I ran to school •

I took the apple •

The baby cried •

The horse jumped •

• because I wanted it.

• because it was afraid.

• because I was late.

• because he was hungry.

It is cold •

The boy was hurt •

The cake is all gone •

I got wet •

• because it was so good.

• because it is raining.

• because he fell on a stone.

• because there is no sun.

I will help her •

Tom fell down •

I don't know you •

The children want it •

I can't see you •

• because it is pretty.

• because I like Mother.

• because you are in the house.

• because he went too fast.

• because you have a mask on.

INTERPRETATION LESSON 19: Understanding Sentence Meaning — the connective “because.”

On My Own: The pupils are to match the two parts of each sentence by joining the large dots.

1.

Jack and Jill went up the hill.
But Jack did not walk with Jill.
He ran fast to show off.
But he didn't see the big stick.
He tripped! He fell!
All the way to the bottom of
the hill.

2.

Little Miss Muffet sat on a
tuffet,
Eating her curds and whey.

Ugh! She hated curds and
whey, but her mother made
her eat it. Just then she saw
her pet spider.

"I know," she said, "I'll
pretend to be scared of it."

She screamed! She jumped
up! And spilled the curds and
whey all over!

3.

Little Boy Blue, come blow
your horn.

"Why? Why do I have to
blow that horn all day long?
I'm tired."

So Boy Blue just crawled

under the haystack and went
to sleep. When he woke up,
he went to find his sheep. But
it was gone! He looked and
looked. But it was gone.

Then he remembered – the
sheep was in the meadow,
and he had not called it back.
His pet sheep was lost!

Boy Blue was hungry. He
wanted his dinner. Yum!
Yum! They were going to
have corn!

But his mother said, "Oh,
no! No corn for dinner. You
let the cow eat it all up!"

Poor Boy Blue.

4.

Ding, dong, bell!
Pussy's in the well!
Who put her in?

"I didn't! I didn't!" said
Johnny Green. "I wouldn't
hurt a little pussy cat. The cat
was sitting looking in the
well. I think she heard a
mouse. She jumped! Poor
Pussy! She forgot she was
sitting by a well!"

Johnny Stout!

Johnny Stout!

Please help pull pussy out!

I have the mumps. _____
It is raining. _____
I did not see you there. _____
We missed the school
bus. _____
The boy patted his
puppy. _____
The mouse sees the cat. _____

1. I bumped into you.
2. The puppy licked his hand.
3. My pretty hat is wet.
4. The mouse ran away.
5. My face is fat.
6. We are late for school.

You can't play with the
boys. _____
We can't see the dog. _____
It is hot. _____
Tom wins the race. _____
The car has a dent. _____
Susan played with
Baby. _____

1. The sun is shining.
2. The car hit a wall.
3. You are a girl.
4. Tom ran the fastest.
5. Mother asked Susan to
help.
6. The dog is lost.

Finish the sentences.

I am reading this book _____

_____ .

I can't go with you today _____

_____ .

Little Boy Blue went to sleep because _____

_____ .

Jack fell down the hill because _____

_____ .

USE AFTER INTERPRETATION LESSON 20 (recognizing relationships — cause-effect).

DIRECTIONS: In each of the first two sections there are six pairs of sentences. Direct the pupils to read the first sentence on the left, then read the sentences on the right to find one that tells "why" or "what happened." Have them put the number of this sentence in the blank after the first sentence. In the third section, the pupils are to write an appropriate ending for each sentence.

Keith was a little boy who lived in a house near some woods. His yard went right up to the trees. It was a big, big yard. Keith's dad and mother told him not to go into the woods because he had lots of room to play in the yard.

One day, Keith was playing all by himself. He had a little airplane that would fly. Keith would throw it up in the air, and the little plane would fly across the yard.

But then, just as Keith threw the plane, a puff of wind came along. It took the plane, and blew it way, way into the woods.

"My plane! my plane!" cried Keith. "I have to find it."

He forgot what his dad had said and he ran into the woods. He looked and looked for his plane. He went this way and that way, but he couldn't see the toy airplane.

Then he thought, "Maybe I've been looking in the wrong place. Maybe I should look up in the trees. Maybe my plane is caught in the trees."

So Keith walked around in the woods, looking up into

the trees. He bumped into a tree. He fell over a log. He fell into a hole. But he didn't see his plane.

Then he thought, "Maybe if I climb a tree, I'll see it."

So up a tree went Keith. When he got way, way up, he could see a long way. But he didn't see his airplane. He did see his mother and some other people in his yard.

"Oh," said Keith, "Mother thinks I'm lost. I'd better go home."

He climbed down from the tree and ran and ran until he got to the yard.

When he called, "Mom!" his mother came running. She hugged him, and Keith saw she was crying.

"Don't ever run away again, please, Keith," said his mother.

"But I was just looking for my airplane. It's lost. Now how will I find it?"

"Your dad will help you when he comes home," said his mother. "Always ask your dad or me before you leave the yard."

"O.K.," said Keith.

One day Tom was riding home on his bike. He was not looking where he was going. He was looking at two boys playing ball. Then bump! went the bike, and down went Tom. He had run into a tree. He looked at his bike. It was all right. Then he looked at his leg. It wasn't all right. There was a big lump on his leg, and it hurt.

Tom went home. He showed his leg to his mother.

Mother said, "I will put something on that bump. Then it won't hurt."

Soon Tom was out playing again.

1. Tom's leg hurt because

he was riding fast.
there was a lump on it.
he was on his bike.

2. Tom didn't look where
he was going because

he was calling to Jim.
he was riding his bike.
he was looking at two boys
playing ball.

3. Tom bumped into a tree
because

he didn't look where he was
going.
he was too little.
it was not light outside.

4. Tom had a lump on his
leg because

he had mumps.
Jack hit him.
he bumped into a tree.

5. Mother put something
on Tom's leg because

it would make his leg feel
better.
it would make the bump
bigger.
it would make his leg look
funny.

USE AFTER INTERPRETATION LESSON 21 (recognizing relationships — cause-effect).

DIRECTIONS: The pupils are to read the paragraphs at the top of the page, then read the beginning part of each sentence at the bottom and underline the correct ending.

1. The ball is away up there, but Tom can get it.
2. Wake up! Wake up, Daddy!
3. Isn't it beautiful? Look at the motor. Now we can go for a ride on the lake.

4. "What a pretty cake," said Miss Smith. "Who made it?"
"I know," said Tim. "I saw it at home last night."
5. "The boy or girl who finds the most shells will be the winner," said Mrs. Brown. "I have a book for the winner."
Danny got the book.

1. "I can't find my skates," Tony said. "I can't find them anywhere. I never can find my skates. Never. Someone always takes my skates!"

"Is that so?" Mother said.

"I have to have my skates," Tony told her. "Today is the skating party at school. Someone has taken my skates again!"

"Are you sure?" Mother asked, as she looked out the window.

"Oh," said Tony. "Oh."

2. "I have money in my bank," Letty said.
"I have money in my bank too," said Tom.
"It's time to spend our money," Letty said.
"Yes, it is," said Tom.
"It's going to snow, I'm sure of that," Letty said.
"Oh, it must snow!" Tom said. "It isn't any good without snow."
"No," said Letty. "It just isn't right without snow."
What isn't?

3. Martin ran home from school. He was hungry.

"You may have a glass of milk and a sandwich," Mother said. "I have to go and get Billy. He's in trouble again over at Tom's house."

"A sandwich?" Martin said. "May I have any kind I like?"

"Yes, yes," Mother said. "Anything. You may have anything you like." She ran out the door.

Martin looked into the cupboard. He looked into the refrigerator.

"Well, that's what she said," he told himself. "I can have anything I like. What do I like? I like things that are sweet. I like things that are cold. I like some sour things too. Oh, boy! Oh, boy! I can have ANYTHING I like!"

What did Martin put in his sandwich?

ON MY OWN

If you could have anything you liked in a sandwich, what would you put in it?

Underline the best sentence.

1. "Joe, how did you get the black on your leg?" asked Mother. "You can't go to school like that. You must be clean to go to school."

Mother wants Joe to wash his leg.

Mother wants Joe to go to school.

Mother wants Joe to clean the house.

2. It was George's birthday. "What shall we do for your birthday?" asked his mother.

George told his mother what he would like. So George's mother made a pretty birthday cake. Then she made dinner. They had chicken, hot dogs, spaghetti, ice cream, cookies, and cake.

"That was the best dinner I ever had!" said George.

George asked his mother to cook all the things he liked best.

George told his mother he didn't want anything.

George asked his mother for a bicycle.

3. "When can I go to school?" asked Nan.

"When you are a big girl," said Daddy.

"When will that be?" said Nan.

"When you are six years old," said Daddy.

"You can go to school in two years," said Mommy.

Nan is five years old.

Nan is three years old.

Nan is four years old.

4. "Where can we put the bird house?" asked May. "I don't want Kitty to get the birds."

"If it was on the window sill, she couldn't get the birds," said Father.

Father worked and worked.

"Now Kitty can't get the birds," said May.

Father put the bird house away.

Father put the bird house on the window sill.

May took the bird house to school.

USE AFTER INTERPRETATION LESSON 23 (inferring).

DIRECTIONS: The pupils are to read each section. Then they are to read the three sentences under each and underline the one that they think is right.

1. "It's so hot. Let's sit down," said Sam.

"We can sit on the sand," said Mike.

"I don't like to sit there," said Sam. "It's too wet."

Mike sat down.

"I'll bet you are wet," said Sam.

Mike said, "Not yet."

2. "I see three big balls," said Sue. "They are all pretty."

"I want the red ball," said Mary. "It will be my ball."

Sue said, "I see Tom. Let's take the yellow ball to him."

"Two girls and a boy. We all have balls now," said Mary.

Mother called. She wanted them to come to her.

"Take your ball," said Mary to Sue.

"I can't see my ball. Where is it?"

Sue looked and looked. Then Mary got it for her.

"We will run home to Mother now," said Mary to Sue.

ON MY OWN

"Mom, may I have a pet?" asked Tim. "All my friends have pets."

"Does Joe have a pet?" asked Mother.

"Yes," said Tim. "He has a dog."

"Does Nancy have a pet?"

"Yes, she has a cat," said Tim.

"Who takes care of the pets?" asked Mother.

"They do," said Tim. "Nancy and Joe look after their pets."

"You are very little, Tim," said Mother. "How could you look after a pet?"

"Billy will help me," said Tim. "We will do it together. You won't have to look after my pet, Mother."

Who is it?

I _____

he _____

she _____

they _____

you _____

me _____

we _____

you _____

INTERPRETATION LESSON 24: Understanding Sentence Meaning — pronoun reference.

On My Own: The pupils are to read the conversation, noting the underlined pronouns. In the column to the right, they are to write the names of the person to whom each pronoun refers.

Mary Had Two Little Lambs

1. Mary was a little girl who was only four. She lived on a farm with her father and mother, and her brothers and sisters.

Mary liked their farm because she liked all the animals. She liked the big brown horse and the little colt. And Mary liked the big white hen and the little yellow chickens.

Best of all Mary liked the little lambs. She played with them and she talked to them. The sheep saw her come every day, and knew that Mary wouldn't hurt their lambs. All but one.

2. One sheep was very, very old. She didn't like anyone or anything but her two pretty little lambs. She bunted other little lambs that came too close. She chased Mary's dog right across the yard. She ran after a cat that was passing by. She stamped her foot at Mary's father. He called the sheep Old Crosspatch.

"Don't touch her lambs!" he told Mary. "Our Old Crosspatch bunts anything that goes near them."

3. Mary would go and play with the other little lambs, but she would just look at Old Crosspatch's twins. She didn't touch them. And she didn't like that Old Crosspatch. But every day she said, "Her little lambs with the black faces are the nicest lambs of all. They are too nice for such a mean old mother." Still, Mary didn't go near them.

But one afternoon when Mary came along, Old Crosspatch was eating. She had left her lambs sleeping in the sun.

"Just look at them!" said Mary. "They ARE too nice for that old sheep. I'll take them away from her. I'll take them home with me. I'll look after them and be nice to them."

Quick as a wink, she picked up the lambs, and off she went.

4. "Maaa," called the lambs.

Maybe Mary didn't like Old Crosspatch, but they did! She was their mother, and they wanted her now.

"Maaaa! Maaa!"

"Baaa!" answered Old Crosspatch. And she came running after them.

Mary heard her and tried to run, but she couldn't go very fast.

Crosspatch was coming closer. "Baaa," she called.

"Dad," called Mary.

"Dad, come and help me!"

Mary's father heard her and he heard that Old Crosspatch. He came running from his work.

"Don't, Mary!" he yelled.

"Let the lambs go! Quick!"

Mary didn't want to let the lambs go, but she knew she must do as her father said – when he shouted like that.

She dropped the two little lambs and ran to her dad. "I wanted them," she cried. "They need a nice mother. I don't want that mean old sheep to have them. You get them, Dad. I'm scared of her."

5. "But look, Mary," said her father. "Look at the lambs now."

Mary looked up. Old Crosspatch was so glad to have her lambs back that she had forgotten about Mary. The two lambs were so happy to be back with Old Crosspatch. They ran off beside her. She was their mother, and they knew she would take care of them.

"They like her!" said Mary.

"Yes," said her dad.

"Maybe she's an Old Crosspatch to us, but she's a good mother and looks after those lambs of hers."

"Just like you and Mom look after me!" said Mary.

"When I was scared, I called, and you came. When the lambs were scared, they called, and Old Crosspatch came."

"That's right," said Mary's dad.

Mary went to tell her mother that the lambs liked Old Crosspatch.

And Old Crosspatch stamped her foot at a cat that was passing by.

Choose the best title.

1. "I need a new pet," said Penny. "My white puppy ran away. I have looked and looked, but I can't find him."

As she was talking, a little black puppy came running up to Penny.

"Mother, maybe this black puppy will be my new pet. May I keep him?" she asked.

Penny's mother laughed. "Oh, Penny, this is your old pet. Your puppy's coat is all muddy."

Penny's Pet

A Surprise for Penny

A New Pet

2. A little gray kitten went down the street. He went from house to house.

"Mew! Mew! Mew!" he said.

"I have no home. Please let me in."

But no one wanted a gray kitten. And no one would let him in.

The Gray Kitten

The Kitten Who Had No Home

The Pet

3. Ted and Allan had nothing to do.

"Let's make up a new game," said Ted.

"O.K.," said Allan. "Let's play something quiet. It's too hot to run around."

"Let's think of words," said Ted. "I'll say a word, and you tell me another one that starts with the same sound. O.K.?"

"That will be fun," said Allan.

The Hot Day

A New Game

Ted and Allan

USE AFTER INTERPRETATION LESSON 25 (understanding the main idea).

DIRECTIONS: The pupils read the selections and then underline the title that gives the main idea.

We Like to Play

"I want to go to Sally's house," said Mary. "It is fun at her house. Her mother gives us cookies to eat. Sally has a big playroom with lots of toys."

"I want to go to Patty's house," said Jane. "It is fun at her house. She has two little puppies. She has a pet bird that can talk. We play with the pets."

"I want to go to Mary's house," said Sally. "It is fun at her house. Her big sister reads to us. We all play school."

"I want to go to Jane's house," said Patty. "It is fun at her house. Her mother lets us look at TV. We can look at anything we want to. We dance and sing, too."

They all said, "Where will we go?"

ON MY OWN

Read the paragraphs. Read the sentences. Circle Yes or No.

We like to play at the big playground. Many boys and girls come there to play. There are slides and swings. There are trees that we can climb. There are two little swimming pools. We can wade and splash in them.

We can make houses in the sand box. We can play games, too. Boys play ball and marbles and hide-and-seek. Girls like to skip and play hide-and-seek, too. The playground is a safe place to play.

The playground is little.

Yes No

Many boys and girls play there.

Yes No

There are many mothers and fathers there.

Yes No

We can jump in the trees.

Yes No

We can climb in the swings.

Yes No

We can splash in the pool.

Yes No

Girls play marbles at the playground.

Yes No

Boys and girls play hide-and-seek.

Yes No

It is safe to play at the playground.

Yes No

USE AFTER INTERPRETATION LESSON 25 (noting details).

On My Own: Read the directions with the pupils. Remind them that they must base their answers on what they have just read.

Peter Needs Help

1. Peter said, "Oh, my puppy! my puppy! My little puppy is away down in that big hole. What will I do? What will I do?"

The hole the puppy was in was very deep, and the dirt all around it was very soft. Some men had just dug the hole, and the dirt kept falling into it. Peter started to cry.

Then he said, "This won't help my puppy. I must lie down at the edge of the hole and pull him out." But then he looked again.

Peter said, "No, lying down by the hole is not a good thing to do. I'm not a big man yet and I might fall in, too. I need help." And Peter ran to find someone to help his little dog.

2. One day Karen asked, "May I take Tag out for a walk?"

"No," said Bobby. "He's MY dog."

"Then don't forget," said Dad, "you will have to feed your dog and get up to let him out. You will have to give him a bath, and keep him out of your mother's flowers."

"I will, Dad," said Bobby.

One day Bobby was in a hurry. "Please feed Tag for me, Karen," he said.

"No," said Karen. "Tag is YOUR dog."

Next day Bobby wanted to play ball. "Will you give Tag his bath, Mom?" he asked.

"No, he's YOUR dog," said his mother.

That night Bobby was watching TV. Tag was barking.

"Tag wants to go out, Bobby," said his dad.

"Will you let him out?" asked Bobby.

"No, Bobby."

The Sun, the Wind, and the Snowman

One day the Sun and the Wind met on a road.

The Sun said, "Have you seen the Snowman standing beside the gate?"

"Yes, he stands there all day and all night, too," said the Wind. "He doesn't turn his head. He doesn't walk around. He just stands and holds his stick. I'm going to play with him."

"That will be fun," said the Sun. "I would like to play with him too."

The Wind saw the old Snowman's hat. Off it went!

"Oh," said the Snowman. "My hat is gone. Where can it be?"

While the Snowman was looking for his hat, the Wind took his stick.

"Oh, oh!" said the old Snowman. "First I lost my hat. Now I've lost my stick.

I must have dropped it. Where can it be?"

"I'll make him run," said the Sun. "I'll shine on him and make him very hot. Just watch me!"

"Oh, dear, dear!" said the Snowman. "I don't like the Sun. He makes me too hot. I must run away from him."

The Snowman began to run. He was so hot that he dropped his old coat.

All day long he ran away from the Wind and the Sun.

When night came, the Sun and the Wind went off to bed.

The next morning they came back to play with the Snowman again.

The Sun looked and looked for him.

The Wind called and called.

But they never found the old Snowman again.

ON MY OWN

Which would you rather be—the Sun, the Wind, or the Snowman? Why?

INTERPRETATION LESSON 28: Drawing Conclusions and Making Judgments.

On My Own: If the pupils do not have enough room on this page to write their answers to the questions, have them put them in their exercise books.

The Farmer and the Fox

A fox killed a hen one bright, sunny morning.

Just as the fox was going to run off with the hen, the farmer came out of the barn.

When the fox saw the farmer coming, he dropped the hen. Away he ran as fast as he could run.

By and by the farmer found the dead hen.

"A fox must have done this," the farmer said. "I'll get him when he comes back. I'll

go to the house right now and get my gun."

"But the sly fox won't come again in daylight," said the farmer's wife.

"Then I'll wait until night," said the farmer.

That night the fox came back for his hen.

But the farmer was waiting.
Bang!

And that was the end of the fox.

ON MY OWN

Underline the words that tell when.

The Lost Doll

Long ago Betty lost her pretty doll. For many days she had looked and looked. But she could not find the doll.

One day this spring, Betty was playing in the sand. All at once she saw a little arm. She pulled at it. Then she dug the sand away and pulled some more – and there was her lost doll.

"You don't look very pretty now," Betty said.

She ran home right away and gave her old doll a bath. But still the doll was not pretty.

"Tonight I will ask Dad to paint a new face for you," said Betty. "And tomorrow I will make you a new dress. Then you will be pretty again."

INTERPRETATION LESSON 29: Recognizing Relationships — time.

On My Own: The pupils are to read the selection. Then direct them to re-read it and underline the words that tell *when*. The exercise, upon completion, should be discussed orally with the group.

It was a summer night. The stars were bright in the sky. The wind blew softly as the three girls were sleeping in their tent.

Suddenly Sally woke up! She listened and listened. Sue and Jane were still sleeping. There was something outside the tent! There it was again – plump! swish! swish!

Sally looked at the tent door. It was moving. Sally screamed. Sue and Jane sat right up. And the little gray squirrel ran out of the tent again!

Sally was
sleeping. _____

Sally woke
up. _____

Sally saw the
tent door
move. _____

1. Sally screamed.
2. The wind was very low.
3. Sue and Jane were still sleeping.
4. Dad came running in.
5. Sue and Jane woke up.
6. There was a noise.
7. The tent fell down.
8. The stars were shining.
9. The squirrel ran away.

USE AFTER INTERPRETATION LESSON 30 (recognizing relationships — time).

DIRECTIONS: Direct the pupils to read the paragraphs. Then tell them to look at the three sentences at the bottom left. Read each sentence and then, at the right, find things that happened at the same time; write the numerals that belong with these happenings on the lines in the left-hand column.

The Foxes in the Zoo

they
my
them
it
we
I
me
us
she
your

Mother and Father Fox have a home. _____
live in the zoo. _____ is a good home for _____.
_____ have four little foxes.

One day _____ father took _____ to see them.
Joe went with _____. _____ looked at the four
little foxes.

"Look at the Mother Fox," _____ said.

"_____ is looking at you, Father. Maybe she
likes _____ red cap."

"_____ don't think so," said Father. Foxes don't
like red caps. _____ like red meat."

ON MY OWN

Helen said, "I haven't a thing
to do.
I have no one to play with.
I shall just sit here and be
sad."

The baby was sad too.
He cried and cried.
"Oh, dear," Helen's mother
said.
"That baby is so sad.
And I have so much to do."

Helen looked at the baby.
She looked at her mother.
She said, "I will take him
for a ride.
And you can do your work."

Helen put the baby in his
cart, and off they went.
The baby was happy now.
And Helen forgot that she
had been sad.

INTERPRETATION LESSON 32: Understanding Sentence Meaning — pronoun reference.

On My Own: The pupils are to read the sentences, noting the circled pronouns. They find the word for which the pronoun stands and, as in the first one, draw a line from the pronoun to its referent.

Kitchen Doors

A. At noon, I run home from school. I hurry through the kitchen door to see what Mother has ready for lunch.

A hot lunch for cold days.

A cold lunch for hot days.

What will it be today? I'll know as soon as I open the kitchen door.

There are many doors in the kitchen.

Mother opens the oven door to take out her cookies. Mmmm! Good!

I open another door to get a glass of cold milk. Mmmm! Good!

I open one door to put away the pots and pans. Mother opens another door to get the dishes for our lunch.

Opening doors!

Closing doors!

All to get ready for lunch.

B. Peter and Ronnie ran off to school. On the way they watched their feet running side by side. The sidewalk had snow on it, and Peter's new boots went crunch! clump! clump! and even sque-e-e-k! sque-e-e-k! But Ronnie's old boots were loose and they went plop, plop! scruff! scruff!

Then the boys saw a small ditch with ice and water in it.

"Hooray! I'll be first!" said Ronnie.

Crack! crack!

Splash! splash!

Slosh! slosh!

Peter's new boots and Ronnie's old boots made the same sounds now.

Peter and Ronnie jumped back on the sidewalk. Side by side they ran all the rest of the way to school.

Crunch! clump! sque-e-e-k!

Plop! plop! scruff! scruff!

All the way to school.

Ken saw a funny clown in the parade. He had a red, white, and blue coat that was much, much too big. On the end of his nose was a blue rubber ball. He had a big red mouth. And on his head were two ears like a rabbit's.

The clown's shoes were floppy and torn, and they made a squeaking sound as he walked. He carried a tiny drum that went "Boom! boom! boom! boom!" And he sang a funny little song, and he laughed and laughed.

Draw the clown here.

Glen and Benny saw the house that was on fire. Black smoke and red flames were shooting out of the windows. The smoke was so thick that it hurt their eyes. They could hear the crack! crack! of wood burning and glass breaking. The water from the firemen's hoses made a swooshing sound. The firemen shouted to each other as they worked. Suddenly they heard a roar and a boom. An explosion blew the roof in. Then the flames shot straight up into the sky.

Draw a picture of the fire here.

USE AFTER INTERPRETATION LESSON 35 (forming sensory impressions).

DIRECTIONS: Tell the pupils to read each paragraph and underline all the words that help them to see the picture and hear the sounds. Then the pupils should draw the pictures that they saw in their minds as they read. On completion, this exercise should be discussed orally.

1.

Poor little Sue! She ran too fast and fell down. She jumped up and ran after her kitten again.

"Look," she said. "I've got him."

And she ran into the house.

2.

Jane was in bed. She wanted to get up and go to school.

"No, Jane," said Mother. "You must stay in bed all day. You must stay in the house tomorrow and Sunday. The next day you can go to school."

3.

"Look at the big cake," said Joe.

"Look at the seven candles," said Mac.

"It looks so good," said Tom.

"Oh, yes, yes!" said all the children.

All but Billy.

He was not thinking about the cake. He was too busy opening his gifts.

ON MY OWN

Sharon is in Grade One. She has finished reading *JUST FOR ME*. She took it home to show to her family. She said to her little sister, "I will read you a story about a pink horse."

"Good, good, good!" said Ann. "I like pink horses."

After Ann had gone to bed, Sharon read to her mother and father. Her father said, "Old Barnaby was good to help that boy."

"Yes," said her mother. "But the boys still didn't like him."

1. Ann is one year old.
2. Sharon is six years old.
3. Ann likes stories.
4. There are two boys in Sharon's family.
5. Ann has seen a pink horse.
6. Ann went to bed before Sharon.

7. Sharon is reading *FOLLOW ME* at school.
8. Sharon just read "Trains" to her mother and father.
9. Sharon's father did not listen to the story.

INTERPRETATION LESSON 36: Inferring.

ON MY OWN: The pupils read the paragraph, and then underline the sentences that likely are true.

1. John isn't nearly as happy today as he was yesterday.

Today is Saturday, and John doesn't like Saturday very well.

He wishes Monday would soon come because Monday is a school day.

2. Betty doesn't go to school. She has a happy time at home. She has many things to do. She helps her mother and plays with her dolls.

Each day Betty has a nap. When she wakes up, she and her mother go walking. Sometimes they meet the big children coming home from school. Sometimes they wait for Kennie, and he walks home with them.

3. John's father goes to work early in the morning. He wears overalls and carries a box of tools. He works in a big building with many machines in it. Sometimes the machines do not work very well. Then the boss calls John's father.

4. The wind tugged at the children's coats as they ran out of doors into the sunshine. What a surprise they had when they saw their snowman.

Yesterday he had been as tall as Pam. Today little Judy could almost reach his carrot nose.

And where was the snowman's hat? And his eyes? His pipe wasn't in his mouth but was down on his chin.

What a funny snowman!



It is morning. The family is eating breakfast. One girl said, "It's time for me to go to school."

Mother said, "Oh, no! You can't go to school."

Who said, "It's time for me to go to school?"



The children saw a big brown toad in the grass.

"If he hops out into the road, a car will run over him," said Lee.

"What can we do about it?" asked Ken.

"I know," said Jim. "You carry my books and I'll carry Mr. Toad. I'll take him home and put him in the garden."

Who will take the toad home?



"What a fine rainy day!" said Carol. "I like to walk in the rain and pretend that I'm a duck."

"I like the rain too," said Gail. "I walk through every puddle I see. I like deep, deep puddles."

"I don't like rain. My feet get wet and cold. Then I start to sneeze," said Wendy.

Who doesn't like the rain?



The children were playing tag. A boy said, "You run too fast. I can't catch you."

Who said that?

USE AFTER INTERPRETATION LESSON 37 (inferring).

DIRECTIONS: The pupils read the story and then circle the figure in the picture that answers the questions.

Silly Sally

"Please, Sally," said Jim.
"Bring me my ball. It's on the table."

Sally looked under the table.

She looked behind the table.

But she did not look on the table.

She could not find the ball.

Jim came to get it himself.

"Look, Sally," he said. "It's ON the table."

"Oh," said Sally. "ON the table."

"Please, Sally," said her father. "Bring me my paper. It's in the car."

Sally looked on the car.

She looked behind the car and in front of the car.

She looked all around it.

But she did not look in it.

And she did not find the paper.

Her father came to get it himself.

"Look, Sally," he said. "It's IN the car."

"Oh," said Sally. "IN the car."

"Look, Sally," said her mother. "Look at the yellow butterfly up on the flower."

Sally looked and looked.

She looked down at the little flowers.

She looked over at Mrs. Brown's flowers.

But she did not look up at the tall flower.

"UP, Sally. Look UP!" said her mother. "Up on this flower."

"Oh," said Sally. "UP on THAT flower!"

And then Sally saw the butterfly.

ON MY OWN

1. Draw Jim's ball.
2. Draw Father's paper.
3. Draw the butterfly.

INTERPRETATION LESSON 38: Recognizing Relationships—space.

ON MY OWN: Tell the pupils to put the objects in the correct positions according to what they have read.

1. Kim's pet bird is out of the cage.
Kim's pet bird is in the cage.
2. The train went away from the city.
The train came to the city.
3. The airplane will fly up, up, up.
The airplane will fly far, far away.
4. The frog hopped out of the pool.
The frog dived under the water of the pool.
5. The bear is in a cage.
The bear is in the forest.
6. John lives in the city.
John lives in the country.

How Ann Went to Visit Grandmother

Ann was going to visit her grandmother.

She had to go on the bus.

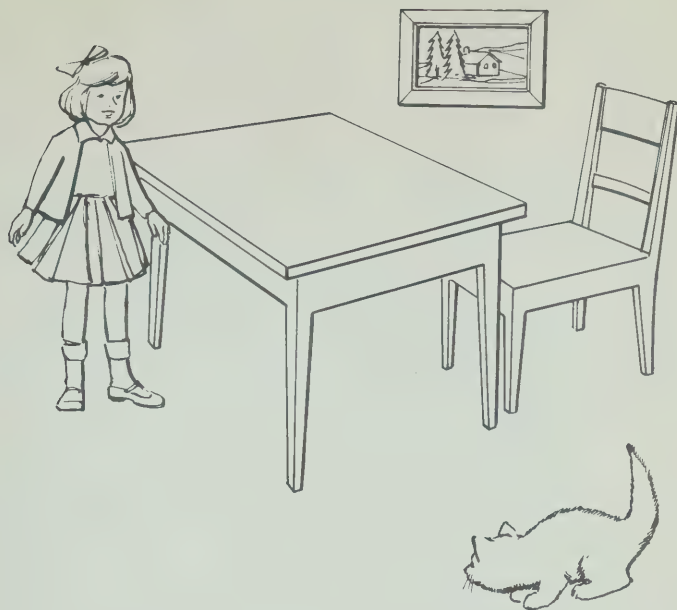
First the bus would take her past all the big stores down town. The big stores were twenty blocks from Ann's house.

Then the bus would go past a big park. The park was five blocks long. Ann liked to watch the people in the park as she rode past.

At the end of the park was Green Street. This was the bus stop where Ann would get off the bus.

Grandmother's house was four houses from the bus stop. When Ann got off the bus, she would walk down the street to Grandmother's house.

It was fun for Ann to go to visit Grandmother all by herself.



Here is a picture for you to finish.

Put a hat on the table.

Put a box on the floor beside the chair.

Put a little chair beside the girl.

Put another picture above the one that is on the wall.

Make a line all around the kitten.

Then make a ball for it, but hide it so that the kitten will have to look for it.

Put a blue X on the ball.

Draw a line from the kitten to the girl.

USE AFTER INTERPRETATION LESSON 39 (recognizing relationships—space).

DIRECTIONS: The pupils complete the picture by reading the sentences and drawing in the items outlined.

1. Every day Paul and Donna hurried home from school. They kicked the leaves along the way and made a lovely rustling noise. There was a smoky smell in the air, and a gray squirrel was busy hiding acorns.

Out came the basket and the rakes as soon as the children reached home.

They raked both the front and back yards, until once more they were clean. But every day more leaves fell.

"Red! Yellow! Orange!" said Donna.

"Leaves, leaves, leaves," said Paul. "I wish they'd all fall at once."

2. The wild rabbit has a fur coat. He has a fur coat in summer and in winter. His coat keeps him warm and dry.

In the summer, the wild rabbit's coat is brown. The old leaves on the ground are brown. The sand and the rocks are brown. It is hard to see the brown rabbit as he hops along. Hunters and foxes and dogs often do not see him. Sometimes he hops across a green field. Then his brown coat is not a help.

In the autumn, the wild rabbit gets a new, warmer coat. One by one, the brown hairs fall out of his old coat, and new white hairs grow in. Soon the rabbit has a new white coat. It is very thick and much warmer than his brown summer coat. The new coat is the same color as the snow. Sometimes the rabbit gets his new coat before the snow falls. Then his white coat is not a help.

Think about the story "Just for Me." Here is another story about Mike.

What Grandmother Sent

"Grandmother has sent me something," said Mike. "Guess what it is."

"A book," said Tom. "It will be a book."

Tom said it was a book because

1. Mike told him it was a book.
2. Mike's grandmother sends him books.
3. he had seen what it was.

Mike said, "No, Tom. It isn't a book. It's too big for that. It has wheels and is red."

"A toy fire engine!" said Tom. "It's a toy fire engine."

Tom said that it was a toy fire engine because

1. it was big.
2. it was big and red.
3. it was not a book.

"No, Tom," said Mike. "It isn't a toy fire engine. It's too big for that. You can ride on it. It is THAT big!"

"A wagon," said Tom. "It must be a red wagon."

Tom said it was a red wagon because

1. it was not a book and not a toy fire engine.
2. it was bigger than a toy fire engine.
3. he and Mike could ride on it.

"No, Tom," said Mike. "It's too big for that. It has only two wheels. And a wagon has four wheels."

"A bike," said Tom. "A new red bike! Can I really have a ride on it?"

Tom said it was a new red bike because

1. it had two wheels and he could ride on it.
2. it was not a red wagon.
3. it was new and red.

USE AFTER INTERPRETATION LESSON 40 (drawing conclusions).

DIRECTIONS: The pupils read each part of the selection. Then they read the unfinished sentence and underline the conclusion based on what has just been read and their previous knowledge.

1. Jerry's kitten could not be found at all. What an unhappy house. Everyone missed him. Where could he have gone?

Jerry began to cry. He tried hard not to, but he wasn't very big. The tears rolled down his cheeks.

But crying didn't help.

"Mother and Dad have hunted for the kitten," thought Jerry. "But they couldn't find it. They want it back too. Where could a small kitten be? I'm sure I've looked in all his favorite hiding places. But I'll look again."

Just then Mother called Jerry to come for his bath. "And please bring your clean bath towel," she said. "You will find it in the laundry basket."

Jerry went downstairs to get his towel. He was reaching into the basket, when suddenly the towel moved. A small, furry ball wiggled out and went scampering up the stairs.

Everyone was happy once more.

2. Tim lay as still as could be. He wanted to scratch his nose. He wanted to stretch his legs. But he knew he couldn't or all his plans would be upset.

He watched the bushes without blinking an eye.

"If I look away," he thought, "I'll miss it. I know that it must be there because the lettuce I left yesterday is gone."

The sun shone brightly. Tim's back was getting hot, and he was tired. He was just going to give up when he heard a quiet rustling noise. It seemed to be coming from behind him.

"What do I do now?" Tim thought. "If I turn around it may run away."

But suddenly Tim had to sneeze!

Aaachoo!

"Well, maybe tomorrow I'll be lucky," said Tim, as he stood up. "Funny thing though. He was watching me, and all the time I thought he was in his burrow."

1.

"Please go to the store for me, Pete," said his mother, "and do hurry. I have started to bake a cake for dinner and I have no vanilla."

Pete ran down the street to the store. "Vanilla," he said. "Vanilla for Mother's cake. That's what I must get."

At the corner he met Joe.

"I'm going to the store," said Joe. "Mother is baking a cake and she has no icing sugar. Icing sugar is what she needs. I must get icing sugar."

The boys hurried to the store. They bought vanilla

and icing sugar. When they came out of the store, it was raining. They put their bags down on the walk and zipped up their jackets.

"Here's your bag," said Pete. "Come on, we'd better hurry."

Pete ran home and into the house.

"Vanilla, Mom. Here's your vanilla," he said.

But when Mother opened the bag she found icing sugar.

What do you think would happen then?

2.

Kim was going to the fair. He had fifteen cents to spend.

"What will I buy?" he asked over and over again as he walked along the road.

"Will I buy ice cream? Will I buy a hot dog? Or will I buy fluffy pink candy?"

Soon he was at the fair.

What will Kim buy?

He heard some music. And then he saw the merry-go-round. Horses going up and down, round and round.

Round and round, round and round! Kim forgot the ice cream. He forgot the hot dogs and the fluffy pink candy.

What did Kim do with his fifteen cents?

1. Karen was only four. She wanted to help her mother. She thought, "I have seen Mother dust the books. I'll do that." So little Karen took all the books off the bookshelf.

2. When she put them back, what a time she had! She put some upside down. She put some backwards. She forgot some and left them on the floor.

"Oh, Karen," said her mother. "Look what you have done!"

But Karen had thought of something else to do. She went upstairs to her room.

3. Karen was making her bed. She pulled the blankets this way and that. She left them all lumpy and bumpy.

"Oh, Karen," said her mother. "See what you have done!"

But Karen had thought of something else to do.

Not one of her toys was in the toy box.

4. Karen found her doll on the floor. She found her ball in the sand box. She found toys on the walk. She put them all in the toy box.

"Oh, Karen," said her mother. "What a good job you have done."

ON MY OWN

Karen ran outside to play. "Now, what can I do?" she wondered.

She saw her wagon and her dog. She saw her doll and the doll clothes.

What did Karen do?

INTERPRETATION LESSON 43: Predicting Outcomes.

ON MY OWN: Have the pupils write their answer to the question.



There is a fire in Mrs. Brown's yard. She can't put it out. She is rushing to the phone.

She wants to call

1. Mr. Brown at his work.
2. her friend next door.
3. the firemen down at the firehall.



There are two pets at school. They are goldfish and live in a bowl. Everyone wants to feed them but the goldfish don't want to eat that much!

The teacher will say,

1. "We will all feed them today."
2. "We won't feed them at all."
3. "We will take turns feeding them."



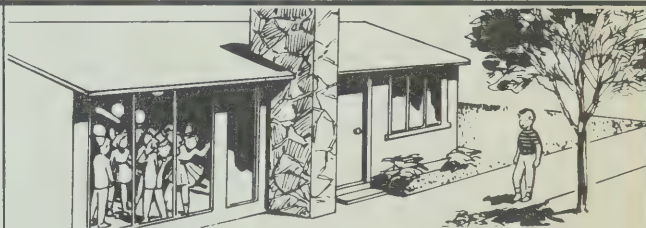
Sam and Carl looked for Sam's ball. They found a big red ball, but not the ball they wanted.

"There it is," said Carl. "Ann is playing with it."

"Now, what?" said Sam. "Ann will cry if we take it away."

"I know," said Carl. "We will

1. just take it and tell her not to cry."
2. give her the red ball."
3. let her cry."



Today is Paul's birthday. His mother has planned a party. He does not know about it. All his friends are at his house. Paul is just coming home.

The children at the party will all say,

1. "Surprise!"
2. "Where have you been?"
3. "Paul, this isn't your birthday."

USE AFTER INTERPRETATION LESSON 43 (predicting outcomes).

DIRECTIONS: The pupils read each paragraph, check the picture for clues, and then underline the likely ending to the last sentence.

Mr. Rabbit went hop, hop, hop up the hill to his house. He took the key out of his pocket and opened the door. He sat down to rest in his best chair, for he was tired.



"I like to play that I am a queen," said Jan. "Don't you think that I look like a queen? I made my crown from silver paper."



The tired little rabbit hopped and hopped. He had to get to his home soon because a fox was after him. He hopped and hopped again and at last he was there. Down into his hole he ran!



The queen lived in a big castle. She wore a golden crown and rode in a golden carriage.



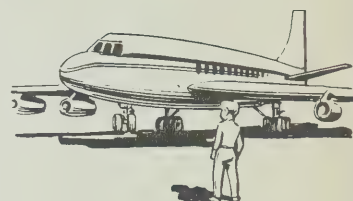
USE AFTER INTERPRETATION LESSON 44 (distinguishing fact and fancy—critical reading).

DIRECTIONS: Have the pupils read each paragraph and match it to the appropriate picture by joining the dots.

Tom's drum made a dandy, loud noise. He liked to beat it and hear the "boom, boom, boom" that it made. He played in the toy band.



I am flying like a bird! I made a wish last night, and the sandman made it come true. I am flying over the houses and the trees.

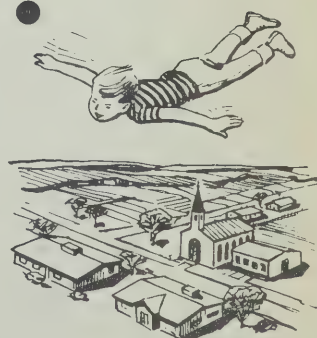


I am going to fly! This is the big airplane that will take me up, up in the sky. Over the houses and over the trees, I will fly like a bird.



"Boom! boom!" said the drum. "I am the best drum in the band. Listen to me! Listen to me!"

Boom! boom! boom!"



USE AFTER INTERPRETATION LESSON 45 (distinguishing fact and fancy—critical reading).

DIRECTIONS: Have the pupils read each paragraph and match it to the appropriate picture by joining the dots.

1. Who wants a picnic?
"I do," said Billy.
And Peter, the puppy,
wagged his tail.

What shall we eat?
Sandwiches, apples, and
cookies.
And a bone for Peter.

Where shall we go?
Across the brook,
Up over the hill, and far
away.

2. Who has the lunch?
"I have," said Billy.
They ran across a field.
They jumped from stone
to stone across a brook.

"Where is the lunch,
Billy?" asked Jane.
"You haven't got the
lunch.
Look, you dropped it in
the brook.
The lunch bag is all wet.
Now I will carry the
lunch."

3. Up the steep hill they
climb.
Up, up, higher and higher.

At last Billy's at the top.
Now Jane is at the top.
And Peter comes running
after.

"Where is the lunch,
Jane?" asked Billy.
"I don't know," said Jane.
"I guess I lost it when I
was climbing the hill."

4. Who will go back for the
lunch?

"Not I!" said Billy.

"It is much too far."

"Not I!" said Jane.

"It is much too steep."

"Go get it, Peter," said
Billy.

"Peter, go get the lunch."
Peter ran down, his nose
to the ground, his tail
wagging.

Far, far down he found
the picnic lunch.

Back he came, the lunch
bag in his mouth.

5. "Good dog," the children
said.

"Good Peter.

Now we can have our
picnic.

Sandwiches and apples
and cookies.

And a bone for Peter."

-
1. "Would you like to make a bird feeder, Sam?" asked his dad. "Then many birds will come, and you can look at them. You will like that."
 2. "Oh, yes!" said Sam. "A bird feeder will be fun. We can put it on the window sill. Then I can look at the birds as they eat. I won't have to go outside to see them."
 3. By the time the snow fell, the feeder was up. Sam put seeds on it. He brushed off the snow every day. And every day he looked at the birds.
 4. Many, many birds came. Sam's friends came, too. They came to see all the birds. One day Sam's teacher, Miss Brown, came to look at the birds too.

- ___ Sam looked after the feeder.
- ___ Sam said he would like a feeder.
- ___ Sam's father wanted to make a bird feeder.
- ___ Sam's friends came to look at the birds.

USE AFTER INTERPRETATION LESSON 46 (understanding the main idea).

DIRECTIONS: Have the pupils read the paragraphs. Then have them number the sentences below to show which one tells the main idea of each part. Then have them choose a title to write on the line at the top of the page.

1. Some cruel boys came to a brook one day.

"Bet you can't hit that duck," said one of them.

"I bet I can!" said the other.

Ping! went a stone. And Little Duck's wing was broken.

2. Soon the cold wind blew and the snowflakes fell.

"It's time to fly south," said the ducks.

"I can't go yet," said Little Duck. "You go. I'll come later."

Away flew the ducks. All but Little Duck. He couldn't fly with a broken wing.

3. Little Duck was all alone. He missed his friends.

One day as Little Duck sat shivering by the brook, a noise came from behind the bushes.

Boys' voices!

Those boys were back again.

Little Duck's heart began to thump. Where could he hide? What could he do?

4. "Look at the duck," said one boy.

"Why didn't it fly south?" said the other boy.

"Poor little duck, we must help him," said the first boy. "He's been hurt."

They took Little Duck home and fixed his wing. They gave him a warm box to sleep in. All winter they fed him and looked after him.

5. Then the snow melted and the sun got warm again. Little Duck's wing had healed. He liked the boys but he missed his friends.

"I will go back to the brook and find my friends," he said.

6. One morning when the boys went to feed Little Duck, he wasn't there.

"He'll be all right now," they said.

"We'll miss him, but he needs his friends."



unhappy



happy



contented

Joe was running to school on a rainy day. There were big puddles on the road. He slipped and fell! Now he was all wet and muddy.



How did Joe feel?

It was Karen's birthday. Her mother took her to see Grandmother. Grandmother gave her a little black puppy for her very own.



How did Karen feel?

"Look, Mom, I have a book from school," called Ken. "I can read you a story."



How did Ken feel?

Patty was sitting on the rug playing with her books and her dolls.



How did Patty feel?

Mary did not do what her mother told her. Mother said, "Mary, you must go to your room and stay there."



How did Mary feel?

USE AFTER INTERPRETATION LESSON 49 (sensing emotional reactions).

DIRECTIONS: Have the pupils look at the three faces at the top of the page and note the expressions. Then have them read each situation and decide how the child in each felt. Then have them complete the face at the right to show the emotion.

1. Carl and Donald were playing cowboys. They were playing in Donald's yard because he had to mind his little sister.

"I want to play, too," said Jill. "I can gallop around the way you do."

Jill galloped too fast and fell down. She started to cry.

"You're a fine cowboy!" said Donald. "You'd better play with your dolls."

2. "Look, Ted," Peggy called to her brother. "Look at this lovely rain. Cold, wet rain. Now we won't be able to play outside today. We'll get wet going to school."

"Where is your umbrella?" asked her mother. "You must take it to school."

"I left it at school on Friday," said Peggy.

"That's a good place for it!" said her mother.

3. Betty felt cross. She didn't like her breakfast. She didn't like her dress.

She said, "I hate school. I don't want to go to school today."

Her mother said, "Oh, my! What a happy girl I have today!"

4. Randy and Steve were running out the door. They were going to play ball on the playground.

"Just a minute, boys," called Mother. "Before you go, you must pick up all the things in your room. Just look at the trains and books and cars and marbles."

"Aw," said Randy and Steve together.

"And then I want you to play with the baby for a few minutes while I do the washing," said their mother.

"Oh, boy," said Randy. "What fun we'll have this morning!"

"Yeah," said Steve. "I can hardly wait to tell the others."

When Mrs. Hen called her chicks, they ran to her. ●

Little Yellow Duck could swim very well and he liked to boast about it. ●

Ducks swim around looking for fish for lunch. They dive under the water and catch the little fish. ●

The white hen had ten little yellow chicks, and the black hen had ten little black chicks. ●

●
Yellow Duck thought that he was very clever because he could swim well.

●
Mrs. Hen had ten little yellow chicks that she thought were very fine.

●
Ducks make nests near the water so that the little ducks can go swimming.

●
"Cluck, cluck," said Mrs. Hen, and the little yellow chicks came running.

●
The white hen and the black hen each had ten chicks, but their chicks were not the same color.

●
Ducks like fish. If the little fish aren't careful, a duck will have them for dinner.

USE AFTER INTERPRETATION LESSON 51 (understanding sentence meaning).

DIRECTIONS: Have the pupils match the paragraphs in the left-hand column with *one* in the right-hand column that means the same.

Dick was walking along the old brick wall. Toby was trotting along beside him on the sidewalk. He was sniffing at every leaf and every blade of grass.

As they rounded the corner, Dick jumped down. "Come here, Toby," he called.

Toby trotted over, his tail wagging.

"You must stay close to me for the next block, Toby," said Dick. "See that gate? Mr. Black's yard is behind it. See that sign? It says NO DOGS ALLOWED. And that means you, Toby! I don't want to lose my dog."

Just then Toby scrambled under the gate, and away he ran up the road to Mr. Black's house.

"Toby, come back here!" yelled Dick.

But there was no sign of Toby. No sign at all.

"What will I do now?" thought Dick. "The sign says NO DOGS ALLOWED. It doesn't say NO BOYS ALLOWED. But Mr. Black must be a ~~w~~ery cross man if he doesn't like dogs."

ON MY OWN

Tell three things that Dick might do now.



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**RECOMMENDED FOR USE
IN ALBERTA SCHOOLS**

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LANGUAGE EXPERIENCE READING PROGRAM

GAGE